PARENTAL ATTACHMENT, EMOTIONAL DYSREGULATION AND LOVE ATTITUDES AMONG GEN-Z: A COMPARATIVE STUDY OF SINGLE AND DUAL- WORKING-PARENT FAMILIES IN INDIA

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SISTER NIVEDITA UNIVERSITY

Work under supervision of

MS. DEBANGANA BHATTACHARYA

Assistant Professor

Department of Psychology

Sister Nivedita University

Submitted by

MS. BARSANJOLLY DAS

M.SC Final Year Student

Applied Psychology (Specialization in Rehabilitation Psychology)

Department of Psychology

Sister Nivedita University

2025

Department of Psychology, Sister Nivedita University

New Town Kolkata

CERTIFICATE

This certifies that the dissertation presented by Barsanjolly Das, a second-year M.Sc. student in Rehabilitation Psychology at Sister Nivedita University, titled "Parental Attachment, Emotional Dysregulation and Love Attitudes among Gen-Z: A Comparative Study of Single and Dual-Working-Parent Families in India" is an acceptable dissertation work that can be presented to the board of examiners for review. This fulfills a portion of the requirements for Sister Nivedita University's M.SC. in Rehabilitation Psychology.

This research was completed by the candidate herself and has never been submitted to this university or any other university for consideration for another degree.

Date: 30/4/25

Kolkata

.....Debangana Bhattacharya 30/4/25.....

Work under supervision of

DEBANGANA BHATTACHARYA

Assistant professor

Department of psychology

Sister Nivedita University

PLAGIARISM CERTIFICATE

I **Barsanjolly Das**, hereby declare that the research work titled, "Parental Attachment, Emotional Dysregulation and Love Attitudes among Gen-Z: A Comparative Study of Single and Dual-Working-Parent Families in India ", conducted by me. has been completed with full honesty and integrity. I confirm that the work is original, and all sources of information have been appropriately acknowledged and cited. I take full responsibility for the content and findings presented in this research"

Signature:

Name: BARSANJOLLY DAS

Enrollment ID: 2322230002086

Program: M.SC IN APPLIED PSYCHOLOGY (Specialization in rehabilitation psychology)

Semester: 4th SEMESTER

Year: 2023 - 2025

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DATE: 30/4/25 BARSANJOLLY DAS

ABSTRACT

Introduction: Generation Z (Gen-Z), comprising individuals born between the late 1990s and early 2010s, represents a cohort uniquely shaped by rapid technological advancement and evolving social norms. Within this generation, parental attachment—the emotional bond between a child and their caregivers—plays a crucial role in shaping emotional development and interpersonal relationships. Love attitudes, referring to the cognitive and emotional styles with which individuals approach romantic relationships (such as Eros, Ludus, Storge, Mania, Pragma, and Agape), are similarly influenced by early family dynamics.

Aim: The aim of the present study is to explore and compare parental attachment, emotional dysregulation, and love attitudes among Gen-Z young adults in India, specifically distinguishing between individuals from single-working-parent households (with one parent working) and dual-working-parent households (with both parents working).

Method: The study employed a quantitative, cross-sectional design involving a sample of 121 Gen-Z individuals aged 18–25 years. Participants were divided into two groups: those living with one working parent (n = 61) and those living with both parents working (n = 60). Standardized psychometric tools were used to assess levels of parental attachment, emotional dysregulation, and love attitudes.

Results: This study examines how parental attachment and emotional regulation shape love attitudes among Gen-Z in India. Findings suggest that secure parental bonds, especially maternal, promote emotional stability, while weaker attachments—often in dual-working-parent families—are linked to dysregulation and influence romantic styles like Mania, Eros, Storge, and Agape.

Conclusion: This study explores how early parental attachment and emotional regulation influence romantic relationship styles among Gen-Z in India. Findings reveal that secure parental bonds, especially maternal, foster emotional stability and mature love attitudes, while emotional neglect may lead to dysregulation and maladaptive romantic patterns.

Keywords: parental attachment, emotional dysregulation, love attitude, Gen-Z population, young adults.

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CHAPTER 1
INTRODUCTION

1. INTRODUCTION

Every person is unique, yet over time, there have been many attempts over the years to classify people by finding similarities and putting them in groups based on those similarities. Generally, everybody is placed at some time or the other between these so-called generations-the groups that are said to have been born at roughly the same time, traversing the same life stages, and having significant experiences at the formative years of their life (Kupperschmidt, 2000). Following this line of thinking, Mannheim (1952) emphasized the forceful impact these phenomena exert on societal changes and the historical course in which such changes set themselves. It is only normal for such people within similar historical, cultural, and economic settings such as the same technological leaps to develop similar ways of thinking, what they value and how they act. Such experiences usually determine the way in which they see the world, the choices they make, and how they interact with others.

In contemporary discourse, scholars have broadly categorized individuals into five generational cohorts, each defined by unique sociocultural characteristics and historical contexts:

i. Traditionalists (also known as the Silent Generation or the Greatest Generation), born between 1928 and 1944, are typically characterized by their preference for hierarchical structures and top-down leadership.
ii. Baby Boomers, born from 1945 to 1965, are often regarded as highly dedicated and industrious, sometimes even perceived as being overly committed to work.
iii. Generation X, whose members were born between 1965 and 1979, tend to value authority while also placing significant emphasis on maintaining a healthy work-life balance.
iv. Generation Y or Millennials, born between 1980 and 1995, came of age during a time of relative economic stability and are notably adept with digital technologies.
v. Generation Z, representing those born after 1995, is the most recent addition to this generational classification (Cilliers, 2017).

Generation Z has different behavioral and psychological traits, but neted are special tags that indicate how this age group has been integrated into the world of technology. Today, they mostly refer to as Gen Tech and the Online Generation; Post-Millennials; Facebook Generation; Switchers; or even the always clicks type. One of the widely belabored terminology again is the C Generation, where C means always connected, computer savvy,

communicative, content-wise, community oriented, and change-accepting-an outline of the generation's flexibility in the face of an ever-changing social scenario (Świerkosz-Hołysz, 2016; Hysa, 2016; Dudek, 2017). Some writers have also coined the term, R Generation, where R stands for Responsibility Generation, indicating their belief that Gen Z is maturing in a time in their lives of major social and economic upheaval, hence forming their view on maturity, responsibility, and renewal (Csobanka, 2016; Sidorcuka & Chesnovicka, 2017).

The whole generation Z can corporate both – the real and digital worlds into one whole unique fluency; considering it not a separate but as an integrated experience in lifestyles-that is what has become nowadays very visible among scholars (Żarczyńska-Dobiesz & Chomątowska, 2014). Just like generations before them, the two worlds between the real world and the online world shift into flow, and often they perceive both worlds as equally essential to the core identity and functions. Such distinct dual competency would require environments - whether educational or professional - to be adequately dynamic and responsive to have their needs met. With this in mind, the Ministry of Education and Culture highlighted the need to offer education that reflects generational characteristics, particularly those of Generation Z (Rakhmah, 2021). Such adaptations are not just about relevance but necessity since the former methodology might not even have any alignment with this generation's mode of learning, communication, and thriving. An integration of technology into the curriculum has now become an important step in meeting their digital literacy and preference requirements. At the same time, the working space is also changing: Generation Z usually values versatility in managing their responsibilities and independence and often chooses jobs that allow them to juggle multiple careers or work part-time (Rachmawati, 2019). This generational impact demonstrates how institutions are required to change even with the need to be flexible, reactive, and focused in dealing with diverse aspects of this new upcoming cohort.

1.1. Attachment Theory: Foundations and Perspectives

Parental involvement is key in the emotional development and psychological well-being of adolescents, namely Generation Z. Technological advances continue to impact adolescent social interactions, thereby affecting traditional roles of parent-child interaction by accommodating new dynamics such as digital communication and virtual engagement (Navarro & Tudge, 2022). These factors may complicate family relationships, but the roots of emotional development will always lie in the early attachment experiences of the child with his or her primary caregivers.

1.1.1. Bowlby's Theory of Attachment: Attachment theory was first introduced by John Bowlby, who defined attachment as a "lasting psychological connectedness between human beings" (Bowlby, 1969). According to him, attachment is an inborn behavioral system that motivates infants to seek closeness and security from caregivers, especially in times of distress. This evolutionary mechanism helps ensure survival by fostering caregiving and protection. Bowlby (1969, 1988) viewed attachment not merely as a bond but as a foundational psychological need that shapes personality development and relational functioning. He highlighted the concept of a secure base, whereby a child uses the caregiver as a foundation to explore the environment, returning to them for comfort and safety. When caregivers are responsive and emotionally available, children develop trust, autonomy, and emotional regulation. He also proposed the concept of Internal Working Models (IWMs)—cognitive frameworks that are built from early attachment experiences and later influence how individuals perceive themselves and others in relationships (Bowlby, 1988). These models affect interpersonal behaviors across the lifespan. Through repeated interactions with caregivers, children form expectations about whether others are trustworthy, whether they are worthy of love, and how relationships function. These mental representations continue to influence how individuals navigate relationships throughout life (Bretherton & Munholland, 2008).

While Bowlby himself did not clearly label distinct attachment styles, his theory laid the groundwork for their identification. Modern interpretations of his work recognize the following four styles:

i. Secure Attachment: Emerging from consistent, nurturing caregiving, individuals with this style trust others and feel confident in relationships.
ii. Avoidant Attachment: Associated with emotionally distant or rejecting caregiving, leading individuals to suppress attachment needs and avoid intimacy.
iii. Anxious-Ambivalent Attachment: Arising from inconsistent caregiving, resulting in clinginess, anxiety, and uncertainty about the availability of others.
iv. Disorganized Attachment: Later added by Main & Solomon (1986), this style involves contradictory and disoriented behaviors, often stemming from traumatic or frightening caregiving experiences.

Modern applications of Bowlby's theory extend to the intergenerational transmission of attachment patterns—wherein a parent's own attachment history can influence their child's attachment style. Neurobiological research has also shown that early attachment experiences shape the development of stress regulation systems and brain structures, further underscoring the enduring impact of parental relationships (Bowlby, 1988).

1.1.2. Ainsworth's Contribution to Attachment Theory: Mary Ainsworth significantly extended Bowlby's theoretical propositions through her observational research, most notably the "Strange Situation" procedure (Ainsworth et al., 1978). This structured observational study assessed infants' behaviors during brief separations and reunions with their caregiver. Based on the infants' responses, Ainsworth identified three primary attachment styles and laid the groundwork for understanding how early caregiving experiences shape relational patterns.

i. Secure Attachment: Infants with secure attachment typically explore their environment freely while using their caregiver as a secure base. They exhibit distress upon separation but are easily comforted upon reunion. This style is associated with caregivers who are consistently sensitive, responsive, and emotionally available (Ainsworth et al., 1978).
ii. Avoidant Attachment: Infants classified as avoidant show little emotional response when the caregiver leaves or returns. These children tend to avoid close proximity and may not seek comfort even when distressed. This pattern is linked to caregivers who are emotionally distant, unresponsive, or consistently rejecting of the child's needs (Ainsworth et al., 1978).
iii. Anxious-Ambivalent (Resistant) Attachment: These infants display heightened distress when separated and are not easily comforted upon reunion. They often show ambivalence—seeking contact but also resisting comfort—due to inconsistent caregiving marked by unpredictability in responsiveness. This style reflects anxiety about the availability and reliability of the caregiver (Ainsworth et al., 1978).
iv. Disorganized Attachment: Later, Main & Solomon (1986) added a fourth category—Disorganized Attachment, characterized by contradictory, disoriented, or fearful behaviors. Children with disorganized attachment may freeze, show stereotypic movements, or appear confused during interactions. This attachment style is often associated with frightening, neglectful, or traumatic caregiving environments that undermine the child's ability to form coherent attachment strategies.

FIGURE: 1. Diagram of attachment theory

Ainsworth's work provided an empirical framework that allowed researchers to operationalize attachment behaviorally, offering valuable insights into how caregiving quality affects emotional development. Her emphasis on sensitive responsiveness as the cornerstone of secure attachment has become a guiding principle in both clinical practice and developmental research. While Bowlby (1969, 1988) provided the theoretical and evolutionary foundations of attachment—emphasizing its role in survival and the development of internal working models—Ainsworth contributed a structured observational methodology that made the theory testable and applicable. Bowlby viewed attachment as a universal behavioral system rooted in biology, whereas Ainsworth illustrated how variations in caregiving result in different attachment styles. Their combined contributions laid a comprehensive foundation for understanding early human relationships. The subsequent inclusion of the disorganized style by Main & Solomon (1986) and modern research on intergenerational transmission (Bowlby, 1988) and neurobiological development have further enriched the field. "Modern applications of attachment theory extend to the study of intergenerational transmission, where a parent's own attachment history can influence their child's attachment style. Neurobiological research has also shown that early attachment experiences shape the development of stress regulation systems and brain structures, further underscoring the enduring impact of parental relationships" (Bowlby, 1988).

1.2. Concept of Parental Attachment in Generation Z

The concept of attachment, particularly in the context of Generation Z, continues to be a foundational element in understanding adolescent development. Bowlby (1969) originally defined attachment as the emotional connection formed between an infant and their primary caregiver. This emotional bond, as noted by Purwantiasning & Kurniawan (2017), tends to be enduring and deeply rooted in an individual's relational experiences. Expanding on this, Armsden & Greenberg (1987) identified three key dimensions that play a critical role in the development of parental attachment during adolescence: trust, communication, and alienation.

- The first of these dimensions, trust, involves mutual understanding between parents and their children. According to Armsden & Greenberg (1987), this includes parents being attuned to their children's needs and desires, respecting those needs, and establishing a relationship built on mutual trust.
- The second dimension, communication, emphasizes the quality of dialogue between adolescents and their parents. In parent-child relationships, effective communication serves as a primary learning tool, shaping not only how young people interpret social reality but also how they develop their communication behaviors over time (Wang et al., 2018).
- The third component, alienation, refers to the emotional and relational distance that can develop between adolescents and their caregivers. Defined by the APA Dictionary of Psychology (2018) as a lack of close relational bonds within social groups such as families or communities, alienation in this context may lead to feelings of isolation. Guarnieri et al., (2010), building on the work of Armsden & Greenberg, revised the indicators of alienation to include the absence of anger or disappointment toward parents and a sustained emotional connection between parents and adolescents.

Parental influence is very important during the growing years of Generation Z. This is especially true for mothers, who usually take care of their children as they start college (Arnett, 2013; Lewis, 2021). A study by Kiyama & Harper (2018) showed that the bond with parents can grow stronger during this time, often because children rely more on their parents for money. Additionally, Lewis (2021) pointed out that the family offers both help with school choices, like picking a college major, and emotional support. Importantly, many Generation Z students keep in close touch with their main caregivers during the early college days, with phone calls being the most common way to stay in touch.

1.3. Emotional Dysregulation in Generation Z

Emotional dysregulation refers to difficulties in understanding, managing, and responding to emotional experiences in a flexible and socially acceptable manner. Gratz & Roemer (2004) conceptualize emotional dysregulation as a multidimensional construct involving several components: a lack of emotional awareness and acceptance, problems with controlling the intensity and duration of emotional responses, difficulty engaging in goal-directed behavior during emotional distress, and limited access to adaptive regulation strategies. These emotional challenges can impair both interpersonal functioning and psychological well-being.

Attachment experiences in early life have been shown to play a crucial role in shaping emotion regulation capacities. In particular, insecure attachment styles have been strongly linked to emotional dysregulation. According to Mikulincer et al., (2003), insecure attachment can predict up to 37% of the variance in emotional dysregulation, suggesting a profound developmental connection between the quality of caregiver-child bonds and later emotional functioning. This link is particularly relevant in the context of Generation Z—individuals born between the mid-1990s and early 2010s—who are growing up in an era deeply intertwined with digital technology. The constant presence of social media in their lives introduces new stressors, such as cyberbullying and fear of missing out (FOMO), which may intensify emotional instability and challenge traditional forms of emotional regulation.

Moreover, emotional dysregulation among Gen Z is not only a product of digital environments but also reflective of underlying attachment histories and family interactions. Cabrera et al., (2014) emphasize that consistent and meaningful communication within the family fosters secure attachment and enhances emotional resilience, while poor-quality interactions may contribute to emotional dysregulation. Similarly, Armsden & Greenberg (1987) underscore that trust, emotional availability, and open communication between parents and children are central to healthy emotional development. From a broader psychological perspective, Nolen-Hoeksema (2012) illustrates how difficulties in regulating emotions are associated with various forms of psychopathology, including anxiety, depression, and self-harming behaviors—highlighting the importance of emotional regulation as a foundational skill for mental health.

1.4. Love Attitudes in Generation Z

1.4.1. Understanding Love Styles: Romantic relationships among Generation Z are evolving in response to rapid socio-cultural transformations, including digital connectivity, shifting gender roles, and redefined expectations of intimacy. As true digital natives, Gen Z navigates

love in a constantly changing environment, which shapes their distinct relational preferences and behaviors. Unlike traditional views that treat love as a singular emotional experience, contemporary perspectives—such as Lee's typology of six love styles (Eros, Ludus, Storge, Mania, Agape, and Pragma)—provide a more nuanced understanding of how individuals express and experience romantic affection. This framework is particularly relevant for Gen Z, whose developmental years have been influenced by technology, economic uncertainty, and progressive social norms. These factors may drive a shift toward more practical and emotionally adaptive approaches to love, such as prioritizing stability or expressing anxiety-driven attachment patterns. The application of Hendrick & Hendrick's Love Attitudes Scale further allows researchers to empirically explore how these styles manifest in real-world relationships, offering insight into everything from commitment tendencies to how conflicts are handled. Understanding these evolving love attitudes is not only academically valuable—it also holds real-life implications for promoting emotional well-being and fostering healthier relationships in a generation that may be redefining modern intimacy.

1.4.1.1. Lee's (1973) Typology of Love: John Alan Lee (1973) proposed a framework for understanding love not merely as a binary state but as a spectrum of distinct "styles" or attitudes. These styles represent fundamental orientations individuals adopt towards love and relationships, shaping their expectations and behaviors. While Eros, Ludus, and Storge provide a foundational understanding, Lee's comprehensive typology also includes Mania, Agape, and Pragma, offering a richer perspective on the diverse ways individuals experience and approach love.

i. Eros: An intense, passionate connection that is frequently motivated by extreme physical attraction and a tendency to idealize a romantic partner which is defines by this type (Lee, 1973). Individuals with an erotic love style typically experience love as a powerful and all-consuming emotion, marked by a desire for intimacy and immediate connection.

ii. Ludus: In contrast, Ludus embodies a game-playing approach to love. Individuals endorsing this style often prioritize variety, excitement, and the short-term aspects of relationships (Lee, 1973). Commitment may be viewed as less desirable than the thrill of the chase and engaging with multiple partners without deep emotional investment.

iii. Storge: This love style is rooted in friendship and emphasizes companionship, stability, and a gradual development of affection (Lee, 1973). Individuals with a

storgic intention value, shared interests, mutual respect, and a deep sense of connection that evolves organically over time, prioritizing comfort and reliability in their relationships.

iv. Mania: This style can be understood as an intense, possessive, and often anxious form of love (Lee, 1973). Individuals exhibiting manic love often experience extreme highs and lows in their relationships, characterized by a strong need for reassurance, fear of rejection, and a tendency towards jealousy and dependence on their partner. This style blends the passion of Eros with the insecurity of Ludus.

v. Agape: Agape represents a selfless, altruistic, and unconditional form of love (Lee, 1973). Individuals with an agape love style prioritize their partner's well-being above their own, expressing care, compassion, and a willingness to sacrifice for the other person without expecting reciprocation. This style is often described as a spiritual or compassionate love.

vi. Pragma: This style embodies a practical and logical approach to love, where individuals consider compatibility, shared goals, and pragmatic factors in choosing a partner (Lee, 1973). Rather than being driven solely by emotion, pragmatic lovers may create a mental checklist of desirable traits and seek a partner who fits their criteria for a stable and mutually beneficial relationship.

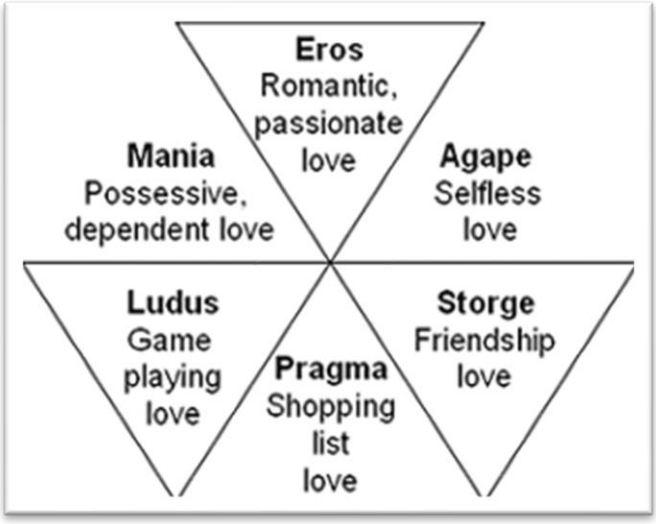


FIGURE: 2 Diagram the Lee's (1973) Typology of Love

1.4.1.2. Hendrick & Hendrick's (1986) Love Attitudes Scale: The Love Attitudes Scale was designed by Clyde & Hendrick (1986), which based on Lee's theoretical work. This psychometric instrument provides a standardized method for assessing the

degree to which individuals endorse each of Lee's six love styles. By operationalizing these theoretical constructs, Hendrick & Hendrick's scale enabled empirical investigation into the prevalence and correlates of different love attitudes. The development of this scale has been instrumental in advancing research on interpersonal attraction and relationship dynamics, allowing researchers to quantitatively measure and compare individuals' approaches to love.

1.4.2. Generation Z Trends: Evolving Love Attitudes

1.4.2.1. Changing Romantic Ideals in Generation Z: New developments point to a possible change in the prevailing love style preferences of Generation Z and a possible modification in the way they approach romantic relationships. While traditional notions of passionate love (Eros) may still hold some appeal, anecdotal evidence and preliminary data point towards a move towards more pragmatic and adaptable approaches. This shift may be reflected in the increasing visibility and acceptance of less traditional relationship configurations, such as "situationships", which often prioritize flexibility, emotional security, and a reduced emphasis on conventional commitment timelines. This could suggest a decreased emphasis on the intense emotionality of Eros and Mania, and potentially a greater inclination towards styles that prioritize stability and practicality.

1.4.2.2. Emphasis on Storge-like Attitudes: Supporting this potential shift is data from Match Group (2022), which indicated that a significant proportion of Generation Z, specifically "35%, prioritize 'emotional security' over romance, reflecting Storge-like attitudes." This finding suggests that for a substantial segment of Gen Z, the foundational elements of companionship, stability, and emotional safety hold greater importance in their relational priorities than passionate romance alone. This emphasis on emotional security could be a multifaceted response to various contemporary factors, including economic uncertainties, evolving social norms surrounding relationships and commitment, and a desire for greater individual autonomy within intimate connections. This prioritization of Storge may also be accompanied by a more cautious approach to the intense emotions associated with Mania.

1.4.2.3. Potential Influence on Pragma and Ludus: The observed highlight on emotional security and flexibility within Generation Z might also influence their endorsement of Pragma and Ludus. The pragmatic considerations of stability and

shared goals, central to Pragma, could resonate with a generation navigating uncertain economic landscapes and prioritizing long-term security. Simultaneously, the fluidity and non-committal nature of "situationships" might suggest a higher tolerance or even preference for the game-playing aspects of Ludus, at least in the initial stages of relationship exploration. However, this might be a more nuanced interplay, where Ludus is employed with an underlying awareness of the need for eventual emotional security, potentially evolving into a more Storge- Pragmatic blend over time.

1.5. Interplay of Variables: Parental Attachment, Emotional Dysregulation, and Love Styles:

Attachment theory posits that early experiences with primary caregivers shape an individual's internal working models of relationships, influencing their capacity for emotional regulation and the patterns they form in romantic relationships later in life (Bowlby, 1969). Parental attachment styles—especially those that lean toward avoidance—can impair emotional processing and regulation, predisposing individuals to specific love attitudes in adulthood (Feeney & Noller, 1990). This section explores the interconnectedness of avoidant attachment, emotional suppression, and the emergence of ludic love styles marked by emotional distance and a fear of commitment.

Avoidant attachment often results from caregiving that is consistently unresponsive or rejecting. Children raised in such environments may learn to downplay or suppress their attachment needs, favouring emotional self-sufficiency as a defence mechanism against perceived or anticipated rejection (Bowlby, 1969). Over time, this adaptive behavior can evolve into emotional suppression—a form of emotional dysregulation where individuals struggle to recognize, process, or express emotional states effectively. Rather than engaging with their feelings openly, they may resort to avoidance and emotional detachment, especially in intimate or vulnerable contexts (Feeney & Noller, 1990).

Such suppression can have significant implications for romantic relationships in adulthood. Research by Feeney & Noller (1990) highlights that the individuals with avoidant attachment tendencies are more likely to adopt a ludic love style. As defined by Lee (1973), Ludus refers to a playful, non-committal approach to love, emphasizing variety, excitement, and short-term engagement over deep emotional investment. For avoidantly attached individuals, this style offers a way to maintain emotional distance and minimize the discomfort associated with intimacy and commitment. The avoidance of deep emotional connections in Ludus can be

interpreted as a continuation of the early learned strategy to manage closeness-related anxiety. Game-playing, flirtation, and maintaining casual, emotionally superficial connections help avoidant individuals protect themselves from the vulnerability they were conditioned to fear. Their reluctance to depend on others or open up emotionally can thus lead them to favor relationships that offer stimulation without the burden of emotional depth (Feeney & Noller, 1990).

In essence, avoidant parental attachment fosters emotional suppression as a self-protective strategy, which, in turn, shapes an individual's inclination toward ludic love styles in adulthood. These non-committal, emotionally distant relationships serve as a psychological buffer against intimacy-related fears rooted in early relational experiences. Understanding this triadic relationship between attachment, emotional regulation, and love attitudes provides critical insight into the enduring impact of early caregiver interactions on adult relational functioning

1.6. Factors associated with GenZ love attitudes

Generation Z's love attitudes are constructed through a complex interplay of sociocultural, economic, and psychological forces. As digital natives, their romantic behaviors reflect the algorithmic dating cultures (e.g., Tinder, Bumble), which prioritize transient connections, amplifying Ludus (game-playing) or pragmatic (Pragma) partner selection. Economic precarity further drives this pragmatism, favoring stability over passion. Cross-culturally, collectivist societies like Japan emphasize Storge (companionship), while Western individualism fosters Eros (passion) or Ludus. Psychologically, emotional dysregulation and insecure attachment correlate with unstable love styles (Mania, Ludus), whereas secure attachment supports enduring Eros-driven bonds. These dynamics position Gen Z's love attitudes as adaptive strategies—not mere preferences—shaped by digital mediation, economic anxiety, cultural norms, and mental health challenges. This research examines how these factors collectively redefine intimacy, commitment, and relational well-being in a rapidly evolving world.

1.6.1. Sociocultural Amplifiers

1.6.1.1 Digital Dating Culture: The advent and widespread adoption of digital dating applications such as Tinder and Bumble have profoundly altered the landscape of romantic relationship initiation and development (Arnett, 2015). These platforms often normalize transient connections by providing a vast pool of potential partners readily accessible through swiping and brief online interactions. This ease of access and the

sheer volume of options can foster a culture where short-term engagements and casual encounters are more prevalent than traditional courtship aimed at long-term commitment. The architecture of these apps, often prioritizing superficial attraction and quick matches, may inadvertently discourage deeper emotional investment and contribute to the normalization of fleeting relationships within Generation Z's dating experiences.

1.6.1.2. Economic Anxiety: Financial instability and economic uncertainty are significant stressors for emerging adults, including Generation Z (Arnett, 2015). Navigating education, early career development, and the rising costs of living can create considerable anxiety. In this context, pragmatic considerations may become more prominent in the formation of romantic relationships. Pragma, a love style characterized by a practical and logical approach to partner selection based on compatibility and shared goals (Lee, 1973), may be increasingly appealing to a generation prioritizing stability and future security amidst economic precarity. The desire for a partner who can offer support and contribute to a stable future may outweigh purely romantic or passionate considerations.

1.6.2. Cross-Cultural Variations

1.6.2.1 Western vs. Eastern Gen-Z: Love style preferences are not uniform across cultures and can be influenced by prevailing societal norms and values. For instance, research suggests a divergence in preferences between Western and Eastern contexts. Takahashi (2020), indicates that Japanese Generation Z reports higher preferences for Storge, a love style emphasizing companionship, stability, and a gradual development of affection, compared to their Western counterparts. This inclination towards Storge may be attributed to the collectivist norms prevalent in Japanese culture, which often prioritize group harmony, long-term relationships, and interconnectedness over individualistic and intensely passionate pursuits in romance.

1.6.3. Psychological & Relational Consequences

1.6.3.1. Mental Health: The emotional experiences of Generation Z have become a growing area of concern, with many exhibiting heightened levels of anxiety and stress. A major contributing factor is the difficulty many faces in managing their emotional responses. Emotional dysregulation—characterized by struggles in controlling or processing emotional reactions—can deeply impact how Gen Z individuals connect

with others in romantic contexts. This struggle may influence their choice of love styles, potentially leading to more emotionally distant or unstable relationship patterns. As a result, their overall satisfaction and emotional fulfillment within these relationships may also be compromised.

1.6.3.2. Relationship Stability: Attachment theory provides a framework for understanding how early relational experiences impact adult relationship outcomes. Secure attachment, characterized by trust, comfort with intimacy, and the ability to seek and provide support, has been associated with more positive and stable romantic relationships (Feeney & Noller, 1990). Individuals with secure attachment styles often exhibit a preference for Eros, the passionate and intimate love style, which, when coupled with secure attachment, tends to foster longer-lasting partnerships built on mutual trust and emotional connection. Conversely, insecure attachment styles can contribute to relationship instability and different love style preferences, as discussed earlier with avoidant attachment and Ludus.

Thus, it can be concluded that, the love attitudes of Generation Z are shaped by a complex interplay of sociocultural factors, including the pervasive influence of digital dating culture and the anxieties stemming from economic instability. Cross-cultural comparisons reveal that societal norms, such as collectivism, can also significantly impact love style preferences. Furthermore, individual mental health, particularly emotional regulation, and underlying attachment patterns have profound consequences for the types of love styles individuals adopt and the stability of their romantic relationships. Understanding these multifaceted influences is crucial for a comprehensive understanding of relationship dynamics within Generation Z.

Summary:

Generation Z, born after 1995, is characterized by its fluency in digital technology and adaptability, navigating a world shaped by constant technological advancement, economic uncertainty, and evolving cultural norms. This generation's relational dynamics and emotional well-being are significantly influenced by early attachment experiences, as proposed by Bowlby's attachment theory. Secure attachment, cultivated through responsive caregiving, helps foster emotional resilience and trust, while insecure attachment styles—such as avoidant, anxious, or disorganized attachment—can lead to emotional dysregulation. This emotional dysregulation, marked by difficulties in managing emotions, is often linked to anxiety, depression, and unstable relationships. For Gen Z, these challenges are amplified by digital

pressures such as cyberbullying, social media-induced anxiety, and FOMO (Fear of Missing Out). Additionally, the role of parental involvement, or lack thereof, significantly impacts their emotional development.

In terms of romantic relationships, Generation Z's attitudes reflect a blend of Lee's typology of love styles, ranging from passionate (Eros) to pragmatic (Pragma). The rise of digital dating platforms like Tinder and Bumble has normalized short-term, playful interactions (Ludus), which can discourage deep emotional investment. Economic insecurity also influences their romantic preferences, often steering them toward practical, stability-oriented partnerships (Pragma), rather than idealized passionate connections. Cultural norms further shape these preferences, with collectivist societies such as India favoring companionship-driven love (Storge), while Western individualism tends to prioritize passionate or casual love (Eros and Ludus).

Insecure attachment styles and emotional dysregulation frequently push Gen Z toward relational instability, reflected in love styles like emotionally distant (Ludus) or possessive (Mania) relationships. In contrast, individuals with secure attachment styles are more likely to engage in enduring, passion-filled bonds (Eros).

This study focuses on understanding how these dynamics manifest specifically within the Indian Gen Z population. It explores how different parental attachment styles—shaped by family structures such as households with one working parent versus both parents working—affect emotional regulation and influence romantic attitudes. By examining these relationships in various family contexts, this research seeks to uncover how familial factors, emotional regulation, and love styles intersect and evolve among the youth of today, providing a deeper understanding of Generation Z's relational behaviors and emotional experiences in the modern world.

CHAPTER 2

REVIEW OF LITERATURE

2. REVIEW OF LITERATURE

An in-depth exploration of the family and emotional factors shaping behavior and relationships are necessary to understanding the psychosocial development of Generation Z in an Indian context. As the family gets altered and there are more dual-income households, the nature of parental participation and its psychological implications on youth adults have drawn much attention. This chapter reviews the literature available on the nexus between parental attachment styles, emotional dysregulation, and attitudes toward love among Gen-Z individuals, aged between 18 and 25. The focus is on the role of the family structure, specifically that of one of the parents being employed or both, and its variation on young adults' emotional and relationship outcomes. The review will identify theoretical and empirical foundations and fill research gaps while making the case for examining these constructs into the socio-cultural context of modern Indian households.

2.1: Parental attachment style among Gen-Z population (young adults)

2.1.1. A study conducted by Fadli et al., (2024) to examined the independent associations of attachment representations to parents and depressive symptoms with the quality of friendships and romantic relationships in 196 young adults (M age = 22.01). Results indicated that secure attachment to mothers was positively linked to emotional support and satisfaction in romantic relationships, while increased depressive symptoms correlated with higher conflict and criticism in friendships. Notably, men with depressive symptoms reported more relationship issues than women. The findings suggest that secure maternal attachment is crucial for healthy romantic relationships, and depressive symptoms significantly predict difficulties in friendships, highlighting the need for interventions targeting these factors to improve young adults' interpersonal relationships.

2.1.2. A cross-sectional study conducted in Liaoning Province, China, explored the multifactorial nature of adolescent suicide among 1,028 students aged 15 to 19 years. The researchers employed standardized tools, including the Suicide Behavior Questionnaire-Revised (SBQ-R), the Children’s Perception of Interparental Conflict Scale (CPIC), and the Inventory of Parent and Peer Attachment-Revised (IPPA-R), to examine the interconnections between suicide intention, parental conflict, and attachment quality.

Findings from binary logistic regression analyses indicated that heightened perceptions of parental conflict significantly increased suicide intention among adolescents. In contrast, strong parent-child attachment, especially with both mother and father, was associated with a reduced likelihood of suicidal ideation. Notably, adolescents residing in rural areas demonstrated a lower risk compared to their urban counterparts. The study further identified that parent-child attachment mediated the relationship between specific aspects of interparental conflict (e.g., conflict resolution and emotional response) and suicidal tendencies.

These results underscore the critical role of familial dynamics in adolescent mental health. The researchers emphasized the importance of interventions targeting family conflict reduction and the enhancement of parent-child relationships as preventive measures against adolescent suicide (Wang et al., 2024)

2.1.3. A study was conducted (Sholekhah & Pertiwi, 2024) to compares parental attachment patterns among Generation Z adolescents from matrilineal (Minangkabau) and patrilineal (Batak) backgrounds in Indonesia, involving 206 participants aged 18-25. Using the Inventory of Parent Peer Attachment-Revised (IPPA-R), results indicate moderate attachment levels, with no significant differences between the two kinship systems ($p > 0.05$). Trust and communication were key predictors of attachment figures, with adolescents in both groups showing higher attachment to mothers. The study suggests a shift in attachment dynamics due to technological influences, highlighting the need for parents to foster communication and trust to support adolescent development. Future research should explore diverse kinship systems and qualitative factors influencing attachment.

2.1.4. A recent study investigated the relationships among parenting styles, rejection sensitivity, and gender differences within a Generation Z population aged 18 to 25 years (Sawal et al., 2024). Employing a range of statistical techniques—including descriptive statistics, correlation analyses, Mann-Whitney U tests, and regression analysis—the study explored how distinct parenting approaches relate to emotional sensitivity and how these dynamics vary by gender.

The results revealed that authoritative parenting was negatively associated with rejection sensitivity, whereas authoritarian parenting showed a positive correlation. Gender-based analyses indicated that females reported experiencing higher levels of all

three measured parenting styles—authoritative, permissive, and authoritarian—while males exhibited significantly higher rejection sensitivity. Furthermore, regression analysis identified both authoritative and authoritarian parenting styles as significant predictors of rejection sensitivity levels.

These findings underscore the pivotal role of parenting behaviors in shaping emotional vulnerability, particularly rejection sensitivity, and highlight noteworthy gender differences in perceived parenting and psychological responses. The study advocates for tailored parenting interventions and educational programs that promote healthy emotional development and mental well-being among young adults.

2.1.5. A research study conducted by Singh & Lal (2023) at PGIMER aimed to explore the relationship between life satisfaction and parental attachment among adolescents, involving 74 participants assessed through the Inventory of Parent and Peer Attachment (IPPA) and the Satisfaction with Life Scale (SWLS). Results indicated a positive correlation between both father and mother attachment and life satisfaction. Notably, gender differences revealed that females reported higher levels of alienation from their mothers. However, both genders exhibited stronger attachment to mothers than fathers. These findings suggest that fostering secure maternal relationships may enhance life satisfaction in adolescents, highlighting the importance of parental attachment in psychological well-being.

2.1.6. A systematic review by Delgado et al., (2022) examines the relationship between parental attachment and peer relationships during adolescence, analyzed 19 studies published since 2001. Findings indicate that secure attachment fosters positive peer interactions characterized by intimacy, trust, and effective communication, while insecure attachment correlates with social anxiety and hostility. Gender differences were noted, with girls typically forming closer emotional bonds than boys. The review underscores that secure attachment serves as a protective factor for psychological adjustment, enhancing self-esteem and reducing depression. The authors advocate for continued exploration of attachment dynamics to inform interventions aimed at improving adolescent social competencies and emotional well-being.

2.1.7. A study in Pakistan (Munir et al., 2020) aimed to translate the IPPA-R into Urdu and validate its construct in a study involving 706 Pakistani adolescents from private and government colleges. The research focused on adolescent attachment to parents and

peers, recognizing this developmental stage's critical shift in relationship dynamics. The study examined the dimensions of trust, communication, and alienation, with the latter including feelings of separation, unacceptability, annoyance, and isolation. The study compared three models of attachment: a one-factor model (general attachment security), a two-factor model (trust-communication and alienation), and a three-factor model (trust, communication, and alienation). The results indicated that the two-factor model demonstrated the best fit for the data. Acknowledged limitations include the exclusion of items with low factor loadings to improve model fit, potentially affecting the generalizability of the instrument, and the sample's restriction to college students, which may not fully represent the broader adolescent population. Future research is suggested to explore a more diverse sample and further examine the relationship between alienation scores and separation anxiety.

2.2: Emotional dysregulation among Gen-Z population (young adults)

2.2.1. A study was done by Cristofanelli et al., (2024) to investigates emotional dysregulation in 100 adolescents, comparing a clinical group (n=50) with a nonclinical group (n=50) using the Difficulties in Emotion Regulation Scale (DERS) and the Rorschach Comprehensive System (CS). Results show significant differences in emotional dysregulation, particularly in Nonacceptance (M clinical = 15.2, M nonclinical = 12.1, $p = 0.003$) and Impulse (M clinical = 17.3, M nonclinical = 13.8, $p = 0.002$). The study highlights associations between emotional dysregulation and factors like self-representation and relational immaturity, suggesting that therapeutic interventions should focus on improving emotional acceptance and regulation strategies to mitigate risks of psychopathology. Limitations include sample heterogeneity and the subjective nature of Rorschach variables.

2.2.2. Another research study was conducted by Ali & Yousaf (2022) investigates the relationship between childhood emotional abuse and emotional dysregulation in young adults, hypothesizing a significant correlation. Analyzing data from 253 participants aged 18-35, results indicate a weak positive correlation ($r = .339$, $p < .01$) between childhood emotional abuse and emotional dysregulation. Notably, differences in emotional regulation were observed based on marital status and birth order, with only children reporting higher emotional abuse. The findings underscore the long-term psychological impacts of childhood emotional abuse, suggesting that future research

should explore mechanisms linking emotional abuse to dysregulation. The study highlights the need for greater awareness of emotional abuse's consequences within Pakistani culture.

2.2.3. A systematic review was conducted to evaluate the existing literature on the association between adolescent emotion dysregulation and problematic technology use (Yang et al., 2022). Guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, the review included studies published up to March 1, 2022, that met predefined inclusion criteria. Each selected study was critically examined for methodological rigor and adherence to reporting standards.

A total of 39 studies were included, all of which utilized self-report measures to assess the severity of technology-related issues and their connection to emotional dysregulation in adolescents. Findings consistently indicated a positive correlation between emotion dysregulation and problematic technology use. Moreover, several related psychological variables—such as anxiety, depression, and self-esteem—were also frequently associated with these patterns of dysregulation and excessive technology use.

The review highlights a strong link between emotional challenges and maladaptive digital behaviors in adolescence, emphasizing the need for further research to clarify causal pathways and inform targeted interventions.

2.2.4. In a cross-sectional study, researchers examined the extent to which emotional dysregulation (ED) contributes to the association between Attention Deficit Hyperactivity Disorder (ADHD) and health-related quality of life (HRQoL) in young adults (Ben-Dor et al., 2021). The sample included 63 individuals with ADHD and 69 gender-matched controls, most of whom were university students. Participants completed standardized self-report measures assessing ADHD symptoms, ED, and HRQoL.

The findings revealed significantly higher levels of ED and lower HRQoL among those with ADHD compared to controls. Importantly, ED was identified as a moderator in the relationship between ADHD symptoms and HRQoL, indicating that greater emotional dysregulation intensified the negative impact of ADHD on quality of life. Notably, medication status did not influence these outcomes.

These results highlight the pivotal role of ED in shaping the lived experience of ADHD beyond core symptomatology, suggesting that interventions targeting emotion regulation may be essential for improving the psychological well-being of young adults with ADHD.

2.2.5. An article was published by De Berardis et al., (2020) which emphasizes the critical role of emotional regulation in adolescents, highlighting that the emotional dysfunctions in this area can lead to severe psychiatric disorders, substance abuse, and suicidal ideation. Adolescents often experience extreme emotional fluctuations, which, if not properly managed, can result in maladaptive behaviors such as substance use and self-harm. The authors advocate for early screening and intervention for emotional dysregulation, including validated self-report scales and cognitive-behavioral therapies. They underscore the need for awareness of factors like childhood trauma and alexithymia, which may exacerbate emotional difficulties. Ultimately, proactive measures are essential to prevent the progression of mental health issues into adulthood.

2.2.6. A study investigated emotion regulation patterns and psychological issues among college students, with a focus on age-related differences and gender disparities. The sample consisted of 419 participants divided into two age-based groups: older adolescents (16–17 years, n = 217) and young adults (18–25 years, n = 202).

Results revealed that both age groups predominantly employed positive emotion regulation strategies, including positive refocusing, planning-oriented refocusing, and positive reappraisal. Notably, the majority of participants reported high usage of positive strategies (e.g., positive refocusing was used by 82% of Group 1 and 64% of Group 2; planning-oriented refocusing by 93% and 87%, respectively). Statistically significant correlations were observed between the use of emotion regulation strategies—measured by the Cognitive Emotion Regulation Questionnaire (CERQ)—and psychological problems—assessed using the Youth Self-Report (YSR) and Young Adult Self-Report (YASR). The findings suggested that greater reliance on negative regulation strategies was associated with increased psychological difficulties. Gender-based analysis indicated that females exhibited more anxiety-related symptoms, while males were more prone to conduct problems. Moreover, an age-related trend was observed, where older participants reported higher psychological distress and a greater tendency to utilize maladaptive emotion regulation strategies.

These findings enhance the understanding of emotion regulation patterns across different developmental stages and may inform the development of targeted interventions for students struggling with emotional regulation (Lavanya et al., 2017)

2.3: Love attitudes among Gen-Z population (young adults)

2.3.1. a study conducted within a Portuguese sample, the psychometric properties of the Love Attitudes Scale – Short Form (LAS-SF) were examined, along with the associations between various love styles and dimensions of romantic relationships (N = 1153; 554 women; M age = 38 years). The LAS-SF, derived from Lee's love theory, assesses six distinct love styles: Eros, Ludus, Storge, Pragma, Mania, and Agape. Confirmatory factor analysis supported the construct validity of the six-factor structure, showing an acceptable model fit. Internal consistency reliability was evaluated using Cronbach's alpha (ranging from .71 to .78) and McDonald's omega (ranging from .71 to .79). The results demonstrated that Eros was positively associated with love life satisfaction, sexual satisfaction, sexual desire, and commitment, and inversely related to romantic loneliness. Ludus was found to correlate positively with romantic loneliness and negatively with commitment. Storge and Mania were both positively linked to commitment, while Pragma was positively associated with romantic loneliness. Agape showed positive correlations with love life satisfaction and commitment, and a negative correlation with romantic loneliness. Additionally, commitment was identified as a mediator in the relationship between the Agape love style and romantic loneliness (Neto et al., 2025).

2.3.2. A study conducted by Sirin et al., (2015) to explore the relationship between love attitudes and depression levels among college students. The sample comprised 400 undergraduate and postgraduate students (125 males and 275 females) from various universities in Istanbul during the 2013–2014 academic year. Participants completed the short form of the Love Attitudes Scale, based on Lee's typology of love styles, and the Beck Depression Inventory.

Findings revealed a statistically significant inverse correlation between depression levels and passionate love attitudes, indicating that students who endorsed more passionate love styles experienced lower levels of depression. Additionally, positive correlations emerged between depression scores and both playful and possessive love

attitudes. However, other love styles did not show a significant relationship with depressive symptoms.

The results were interpreted in light of existing literature, and the study concluded with recommendations for future research and practical implications concerning the psychological dimensions of romantic relationships in emerging adulthood.

2.4 Influence of Parenting Styles, Parental Employment, and Parent–Child Dynamics on Young Adult Adjustment and Development

2.4.1. A qualitative study conducted by Talwar (2022) explored the impact of parenting attitudes on the self-esteem of young adults, highlighting the importance of parental support during a period marked by unique developmental challenges. The study involved 30 young adults (15 males and 15 females) aged 18 to 25 years, and employed a self-developed parental authority questionnaire alongside standardized instruments, including the Perceived Parenting Style Scale (Divya & Manikandan, 2013) and a teen self-esteem scale. Findings revealed gender-based differences in parental treatment, with strict norms more often imposed on daughters, while sons were more likely to be included in family decision-making. Reliability coefficients for the parenting styles measured—authoritative ($\alpha = .79$), authoritarian ($\alpha = .81$), and permissive ($\alpha = .86$)—were all within acceptable ranges. The results indicated that the authoritative parenting style, characterized by balanced demands and emotional support, was most effective in nurturing high self-esteem in both male and female young adults. In contrast, authoritarian parenting was associated with rigid rule-following, while permissive parenting reflected a lack of involvement. The study concluded that parenting style significantly influences the development of self-esteem in young adults, which in turn affects their academic success, resilience, and ability to navigate peer pressure. Recommendations emphasized the importance of non-critical and supportive communication in fostering a healthy parent–child relationship, along with the need for greater parental awareness about how different parenting approaches shape their children's personality development.

2.4.2. A study conducted by Kim et al., (2021) examined the association between young adults' perceived closeness with their parents and their financial behaviors, as well as financial anxiety, through the mediating role of self-reported responsibility. Drawing on data from 1,632 individuals aged 18 to 27 from the 2015 Panel Study of Income

Dynamics—Transition into Adulthood Supplement, the researchers applied a path analysis grounded in the Family Financial Socialization Theory (FFST). The findings indicated that closer relationships with both mothers and fathers were positively related to financial behaviors indirectly via young adults' sense of personal responsibility. However, only closeness with fathers had a direct effect on responsible money management and an indirect impact on financial worry. Additionally, a greater sense of financial responsibility among young adults contributed to reduced money-related stress by enhancing money management practices. These results highlight the foundational role of parental closeness—particularly paternal connection—in fostering financial capability and emotional stability in young adulthood.

2.4.3. A study was done by Loftus et al., (2020) to explored the dynamics between parental work–family conflict and both parent and young adult child perceptions, examining their association with work and family satisfaction. The research utilized data from 112 parent–child pairs. Findings revealed that children perceived their parents as experiencing higher levels of strain-based work–family conflict than what parents self-reported. However, there were no significant differences between parent and child ratings across five additional dimensions of work–family and family–work conflict. Correlations between parent and child perceptions were significant for all three dimensions of work–family conflict and one dimension of family–work conflict. To assess dyadic interactions, four actor–partner interdependence models were tested using multilevel modeling. Results indicated significant negative actor effects of behavior-based work–family and family–work conflict, as well as strain-based family–work conflict, on family satisfaction. Additionally, both behavior-based work–family and family–work conflict was negatively associated with work satisfaction for the individual, while behavior-based work–family conflict also negatively influenced the partner's work satisfaction.

2.4.4. The study explored the long-term effects of cumulative exposure to dual-parent joblessness on the employment outcomes of children, using longitudinal data from Australia (HILDA Survey; N = 895) and the United States (PSID; N = 1,500). Unlike prior research that relied on one-time measures of parental employment, this study assessed joblessness over time to provide a more comprehensive understanding. Results indicated that children whose parents were both unemployed over time were significantly more likely to experience joblessness themselves, compared to those with

only one unemployed parent. In the U.S., family resources fully explained this intergenerational link, whereas in Australia, the association persisted even after accounting for these resources. These findings highlight dual-parent joblessness as a critical and independent factor contributing to the reproduction of socioeconomic disadvantage across generations (Mooi-Reci et al., 2020).

2.4.5. A study conducted to explores housing arrangements in a non-Western context, specifically Taiwan. Utilizing age cohort data, the research investigates how parental resources influence young adults' housing decisions. Contrary to trends observed in Western societies where young adults often move out earlier, the study finds that in Taiwan, remaining in the parental household is more common. Age and gender were found to have minimal influence on home-leaving behavior, whereas economic self-sufficiency among young adults significantly predicted the likelihood of leaving the parental home. Notably, higher parental resources were inversely associated with the tendency to leave home. A broader multinational analysis further revealed that parental resources play a crucial role in facilitating access to improved housing outcomes for young adults (Li et al., 2019).

2.4.6. Allen et al., 2019 investigated the stress experienced by working parents as they balance occupational and family responsibilities, focusing particularly on young adults. Utilizing data from the Toledo Adolescent Relationships Study (TARS; n = 263), the study assessed how parenting stress, perceptions of child difficulty, and conflict with the co-parent contribute to work–family stress. Results indicated that parents who viewed their child as more challenging reported significantly higher work–family conflict. Interestingly, among co-residential parents, general parenting stress was a significant factor, whereas disagreements over parenting responsibilities did not predict increased work–family stress. The research underscores the need for targeted interventions and support mechanisms—both formal and informal—to aid young parents in navigating the complexities of work and family life.

2.4.7. A comparative study was conducted by Sharma et al., (2016) to examine adjustment and self-esteem among young adults from two family structures: both-working-parent families and single-working-parent families. The study included 50 participants aged 18 to 22 years, with 25 individuals in each group. Independent sample t-tests were employed to analyze group differences in overall adjustment, its various

dimensions (including health and social adjustment), and self-esteem. Additionally, the study explored correlations among these variables. Findings revealed that young adults from single-working-parent families reported better overall adjustment, particularly in health and social domains. In contrast, self-esteem was slightly higher among individuals from both-working-parent households, though the difference was not substantial. A significant positive correlation was found between self-esteem and overall adjustment, as well as most of its dimensions, with the exception of social adjustment, where no significant correlation was observed.

Work on parental attachment, emotional dysregulation, and attitudes toward love among young adults is rapidly growing, yet considerable gaps remain, especially in the case of the Indian Gen-Z. Studies generally use broad brushstrokes in their treatment of parental attachment and consider few specific aspects of family structure—that is, when both parents are working or only one of them works—that could distinctly characterize attachment styles. There is a completed lack of understanding of the degree to which co-parenting quality, perceived parental availability, and work-family conflict in single versus dual working parent households shape the attachment experiences of Gen-Z in India.

Conversely, although emotional dysregulation has been studied in connection with clinical variables such as ADHD, trauma, or technology use, scant attention has been paid to the question of how differences in family structures may bring about or remedy emotional dysregulation in Indian youngsters. Thus, the influence of parental work status on emotional regulation strategies found in young adults remains a void practice in family systems concerning emotional wellness.

In romantic development, many studies have tackled love attitudes through multiple perspectives, both psychological and sociological; however, very few studies evaluate them in terms of differing family structures. Research provides limited insights into how family processes, especially the interplay between parental attachment and emotional regulation, may serve to mediate love-related beliefs and behaviors among Gen-Z adults in a contextual setting of collectivism and transition, such as India.

Other studies reported the mediating roles of factors such as self-esteem or financial responsibility between family factors and the youth outcome. However, other psychosocial mediators remain under-illuminated. Variables such as parent-child communication patterns, perceived parental stress due to employment demands, and internalized cultural expectations

about autonomy and relational behavior may be informative in understanding the linkages between family structure and psychological development among Indian Gen-Z individuals. In addressing these research gaps, the present study would thus examine the interrelationships between parental attachment styles, emotional dysregulation, and attitudes towards love across different parental work structures with the influences of possible mediators set against the backdrop of Indian culture.

Summary:

This scholarly research has extensively ventured into the interrelations among parental attachment styles, emotional dysregulation, and attitudes towards love in young adults. All of the results will offer pertinent information about the members of Generation Z in India. Married studies highlight how early family relationships and parental involvement greatly influence a wide range of other emotional and relational outcomes throughout the young adult years.

Fadli et al., (2024) highlighted a fact that secure attachment based on maternal figures increases emotional support and satisfaction in relationships compared to depressive symptoms, which are associated with more conflicts in friendship and marriage. Likewise, Wang et al., (2024) demonstrated that strong bonds to both parents offer protective support against suicidal ideation and indicate how essential family harmony comprises the juveniles and adolescents' mental health.

According to cross-cultural studies by Sholekhah & Pertiwi (2024), both trust and effective communication predict the attachment figures of Generation Z in matrilineal and patrilineal cultures. This statement holds true to the sociocultural fabric of India, where family and lineage largely determine the parenting behavior as well as emotional anticipations.

According to Sawal & Simon (2024), authoritative parenting had a significant negative predictive association with rejection sensitivity, while authoritarian parenting was a positive predictive factor of emotional sensitivity. This illustrates the fact that parenting practices shape attachment along with direct effects on the emotional regulation skills of young adults. In conformity with these findings, the authors document that paternal and maternal attachment is significantly and positively correlated with life satisfaction although significant differences between genders emerged, whereby females reported more alienation from mothers.

Other findings come from Delgado et al., (2022) and Munir et al., (2020), which were studies that indicated the role of secure parental attachment in healthy peer relationships and reduced

social anxiety and aggression. Attachment security has far-reaching implications for psychosocial adaptation during early adulthood's critical formative years.

With a family systems perspective, Allen et al., (2019) indicated that the children perceived by parents as more difficult had significantly elevated levels of work-family conflict, implying that stress among parents might indirectly influence the quality of relationships with their children and emotional development.

Every aspect taken into account, these studies clarify the complex relationships among young adults between attachment, emotional control, parenting practices, and certain relational outcomes. There is still a gap in the analysis of these factors in relation to family structures, specifically regarding whether two-parent families in India have dual-income or single-income parents. Given the changes in the structure of the modern Indian family, more attention needs to be paid to assessing how such family configurations may impact the emotional and romantic development of Gen-Z members. By examining parental employment structures, attachment styles, emotional dysregulation, and love attitudes, the current study also seeks to close these gaps and offer a culturally relevant and empirically supported contribution to the field.

CHAPTER 3

METHODS

3. METHODS

3.1. Aim of the study:

The aim of this study is to explore and compare parental attachment, emotional dysregulation, and love attitudes among the Gen-Z population living with both parents in India, where only one parent is working (working father) and both parents are working in the households.

Additionally, this study seeks to analyze the associations between parental attachment styles, emotional dysregulation, and love attitudes across four specific family structures:

1. Non-working mother [single working parent (working father)],
2. Working father (single working parent),
3. Working mother (both parents working),
4. Working father (both parents working).

This study follows a cross-sectional research design and adopts a quantitative research method.

3.2. Objectives:

3.2.1. To explore & to study the significant differences, if any, in parental attachment style (Parent Trust, Parent Communication, Parent Alienation), emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living with both parents in India— where one parent is working (working father) and both parents are working in the households.

3.2.2. To find the significant association, if any, between parental attachment style (Parent Trust, Parent Communication, Parent Alienation), emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living in a single working parent household with a non-working mother (working father).

3.2.3. To find the significant association, if any, between parental attachment style (Parent Trust, Parent Communication, Parent Alienation), emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living in a single working parent household with working father.

3.2.4. To find the significant association, if any, between parental attachment style (Parent Trust, Parent Communication, Parent Alienation), emotional dysregulation, and

love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living in a both working parent household with a working mother.

3.2.5. To find the significant association, if any, between parental attachment style (Parent Trust, Parent Communication, Parent Alienation), emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living in a both working parent household with working father.

3.3. Hypothesis of the study:

3.3.1) There is no significant difference in respect to parental attachment style, emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living with both parents—where only one parent is working (working father) and both parents are working in the household.

3.3.2) There is no significant association between parental attachment style, emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living in a single working parent household with a non-working mother.

3.3.3) There is no significant association between parental attachment style, emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living in a single working parent household with working father.

3.3.4) There is no significant association between parental attachment style, emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living in a both working parent household with a working mother.

3.3.5) There is no significant association between parental attachment style, emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living in a both working parent household with working father.

3.4. Variables under the study:

- Parental attachment style
- Emotional dysregulation

- Love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape)

3.5. Operational definition of the variables:

Parental attachment style:

According to John Bowlby (1969) attachment is a "lasting psychological connectedness between human beings". Attachment theory emphasizes the influence of both secure and insecure social bonds on psychological well-being (Ainsworth et al., 1978; Bowlby, 1973, 1977; Bretherton, 1985; Hinde, 1982; Sroufe, 1978, 1979). The attachment style of parents, based on attachment theory, is the long-lasting child-parent relationship which has an important bearing on the emotional, social, and cognitive development of the child. Such primary interaction shapes the internal working model of future relationships, including expectations and behaviors toward those relationships in later life.

Emotional Dysregulation:

Emotional dysregulation is operationally defined as a multidimensional process comprising four interrelated components: (a) heightened reactivity to emotional cues, (b) intense and unstable negative emotional states, (c) a dual deficit characterized by limited access to adaptive regulation strategies and reliance on maladaptive ones (e.g., avoidance, rumination), and (d) subsequent behavioral or psychological outcomes that impair functioning (Carpenter & Trull, 2013).

Love attitudes:

Love attitudes or love styles cover the most elemental orientations and beliefs that people have toward love and intimate relationships. These attitudes also describe the approaches and experiences of individuals in intimate interactions and the multitude styles of behavior they exhibit, from passionate and playful to companionate and pragmatic: there are attitudes toward intimacy from all these combinations.

3.6. Participants of the study:

The study comprised a total of 121 young Gen-Z adults, aged between 18 and 25 years, who were systematically categorized based on their household parental work structure. The sample was initially divided into two primary groups: the first group included 60 participants residing in households where only one parent is working specifically the father, while the second group consisted of 61 participants from households where both parents are employed. The mean age

of participants in the single-working-parent (father working) group was 21.483 (SD= 2.166) years, whereas the mean age in the dual-working-parent group was 21.21 (SD= 2.114) years.

To allow for a more in-depth analysis, these two broad categories were further subdivided into four distinct groups based on the specific parental employment structure: (1) Non-working mother [single working parent – father working], comprising 61 participants; (2) Working father (single working parent), also comprising same participants; (3) Working mother (both parents working), with 60 participants; and (4) Working father (both parents working), also with same participants. All participants were recruited based on predetermined inclusion criteria aligned with the objectives of the study.

Inclusion Criteria:	**Exclusion Criteria:**
Age range within 18 to 25 years.	Gen-Z participants who have one deceased parent.
Gen-Z participants with middle socio-demographic status were included.	Gen-Z young adults and their families who have a history of any psychiatric illness or under psychiatric medications.
Gen-Z participants with minimum level of 12th grade.	Gen-Z young adults who are intoxicated with alcohol or other drugs during the assessment are excluded from the study.
Gen-Z young adults living with their family members.	Gen-Z young adults with history of no physical disability
Gen-Z young adults and their families agreeing to participate in the research.	Gen-Z young adults with history of suicidal thoughts/attempts.
Gen-Z young adults proficient in English language reading, writing and speaking.	Gen-Z participants reside with a single parent.
Gen-Z Participants with household where only one parent is working were included in this study.	
Gen-Z participants with household where both parents are working were included in this study.	

3.7. Sampling techniques:

In this study, Purposive sampling is used for the selection of sample because the selection is done according to some inclusion and exclusion criteria to serve the purpose of the study. Purposive sampling is a non-random method where researchers intentionally select participants based on specific traits or criteria relevant to the study. It's useful for targeting a particular group but may not represent the larger population.

3.8. Tools used in the study:

3.8.1. Semi structured socio demographic data sheet for young adults:

A semi structured socio demographic datasheet is used by researcher to gather information about participant's demographic details age, gender, residence, mother tongue, educational qualification, occupation, marital status, living with both parents or single parent, family income, type of family, number of siblings, place of living, mother's education and occupation, father's education and occupation, history of any severe physical illness, history of any psychiatric illness, family history of any psychiatric illness of the young adult.

3.8.2. Inventory of Parent and Peer Attachment – Revised (IPPA-R):

The Inventory of Parent and Peer Attachment – Revised (IPPA-R), developed by Gullone and Robinson in 2005, is a widely used tool adapted from the original measure created by Armsden and Greenberg in 1987. The revised version focuses specifically on the quality of attachment relationships with parents and peers, particularly during adolescence and early adulthood. In the present study, only the parental attachment version was utilized to assess the participant's relationship with their parents.

Items are rated on a 5-point Likert scale ranging from 1 (Almost Never or Never True) to 5 (Almost Always or Always True). Scoring involves both direct and reverse-scored items. For the Trust subscale, items 1, 2, 4, 12, 13, 20, 21, and 22 are directly scored, while items 3 and 9 are reverse-scored. In the Communication subscale, items 5, 7, 15, 16, 19, 24, and 25 are direct-scored, and items 6 and 14 are reverse-scored. The Alienation subscale consists of items 8, 10, 11, 17, 18, and 23 as direct-scored items. However, in computing the total score, the following items are treated as reverse-scored: 3, 6, 8, 9, 10, 11, 14, 17, 18, and 23.

Subscale scores are calculated by summing the respective item responses. Higher scores in Trust and Communication suggest stronger, healthier parental attachments, whereas higher scores in Alienation suggest relational difficulty or strain.Internal consistency reliability of the IPPA-R ranges from α = .66 to .86, indicating adequate to high reliability. The tool also demonstrates good construct validity across diverse adolescent and young adult populations.

3.8.3. The Difficulties in Emotion Regulation Scale – 18 item version (DERS-18): The Difficulties in Emotion Regulation Scale – 18 item version (DERS-18) was developed by Victor and Klonsky in 2016 as a short form of the original 36-item DERS by Gratz and Roemer (2004). It is specifically designed to measure multiple facets of emotional dysregulation, offering a comprehensive overview of an individual's ability to understand, accept, and manage emotional experiences.

The DERS-18 includes six subscales that represent different dimensions of emotional regulation: Awareness, Clarity, Goals, Impulse, Nonacceptance, and Strategies. Awareness reflects the individual's attention to and understanding of emotional states. Clarity pertains to how well individuals can identify and label their emotions. Goals assesses difficulties in maintaining goal-directed behavior during emotional distress. Impulse evaluates problems with impulse control when upset. Nonacceptance reflects the extent to which individuals experience shame, guilt, or frustration about their emotional responses. Strategies measures the perceived effectiveness of emotion regulation efforts.

Responses are rated on a 5-point Likert scale (1 = Almost Never to 5 = Almost Always), where higher scores indicate greater difficulties in emotional regulation. Each subscale score is computed by summing the scores of the respective items. The total DERS-18 score is obtained by summing all subscale scores.

The DERS-18 demonstrates excellent internal consistency, with Cronbach's alpha values typically ranging from α = .76 to .89 across subscales. It has been validated in clinical and non-clinical populations and shows strong construct and convergent validity.

3.8.4. Love Attitudes Scale – Short Form (LAS-SF)

The Love Attitudes Scale – Short Form (LAS-SF), developed by Clyde Hendrick and Susan Hendrick in 1986, is a condensed version of their original Love Attitudes Scale. It is based on Lee's (1973) theory of love styles and is intended to measure six distinct love attitudes or orientations individuals may hold toward romantic relationships.

The scale includes 24 items, with four items corresponding to each of the six subscales: Eros, Ludus, Storge, Mania, Pragma, and Agape.

- Eros represents passionate and romantic love that is based on physical attraction and emotional intensity.
- Ludus captures a game-playing approach to love where relationships are viewed as playful and non-committal.
- Storge refers to love that develops slowly from friendship and is grounded in deep affection and trust.
- Mania reflects an obsessive and dependent style of love, often characterized by emotional highs and lows.
- Pragma indicates a pragmatic and rational view of love based on practical considerations.
- Agape represents a selfless, altruistic love that prioritizes the well-being of the partner over oneself.

Each item is rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). There are no reverse-scored items in this scale. Subscale scores are calculated by summing the responses to the four relevant items. Higher scores indicate a stronger endorsement of the corresponding love attitude.The LAS-SF demonstrates acceptable to strong internal consistency across subscales, with Cronbach's alpha coefficients generally ranging from $\alpha = .68$ to .88. It has shown good construct validity and has been widely used in cross-cultural research involving romantic relationships.

3.9. Procedure:

The participants were approached in person and provided with a clear explanation of the purpose and scope of the study. Participation was entirely voluntary, and individuals were required to provide both verbal and written informed consent before data collection

commenced. Confidentiality and privacy were strictly maintained throughout the process to ensure ethical standards were upheld.

Data were collected from various colleges, universities, and corporate workplaces across India. The purposive sampling method was employed to ensure the selection of participants who met the inclusion and exclusion criteria. The data collection period extended from 20.02.2024 to 23.03.2024.

Participants completed a battery of standardized self-report questionnaires, which included: the Inventory of Parent and Peer Attachment – Revised (Gullone & Robinson, 2005), the Difficulties in Emotion Regulation Scale – 18 item version (DERS-18; Victor & Klonsky, 2016), and the Love Attitudes Scale: Short Form (Hendrick & Hendrick, 1986). All instruments were administered in English, and participants were given adequate time and support to complete the responses in a distraction-free environment.

After the completion of data collection, all responses were carefully screened, scored, and analyzed as per the respective manuals of each questionnaire. The data were then coded and prepared for statistical analysis, ensuring accuracy and integrity throughout the process.

3.10. Statistical analysis:

This study employed descriptive statistics such as mean and standard deviation to explore all the variables among both the groups, alongside inferential statistics including independent t-test was conducted to measure the significant difference and Pearson product moment correlation was used to see the significant relationship between the variables in four groups. Statistical package for the social sciences (SPSS) version 22 was utilized for both descriptive and inferential analysis. The significance level chosen for this study was 0.05 level of significance with all two tailed hypothesis.

CHAPTER 4

RESULT

4. RESULT:

The present study aimed to explore and compare parental attachment style, emotional dysregulation, and love attitudes among Gen-Z young adults in India, aged between 18 to 25 years. The focus was on individuals residing in both-parent households, further categorized based on the parental work status into distinct family types. These included households where one parent (father) is working and where both parents are working. To capture significant relational and emotional dynamics, the study categorized participants into four groups based on family structure: (1) Non-working mother with a working father, (2) Working father as the only working parent, (3) Working mother alongside a working father, and (4) Working father alongside a working mother.

Using standardized psychological assessments and a cross-sectional design, the study aimed to finding the connections between these family structures and the participants' attachment styles, emotional challenges, and attitudes toward romantic relationships. By doing so, it sought to understand how parental work-life realities might shape the emotional and relational experiences of young adults growing up in India's unique cultural landscape, where family roles and expectations are often deeply intertwined with tradition and modernity.

4.1. Descriptive statistics (Mean and Standard Deviation) were conducted to explain the parental attachment style, emotional dysregulation, and love attitudes among Gen-Z young adults living with both parents. Where one parent is working (working father) and both parents are working in the households.

Table 1: Mean and Standard Deviation of the above mention variables among Gen-Z young adults, living with only one parent is working (working father) and both parents are working in the households.

Variables	One parent is working in the household (Mean and SD)	Both parents are working in the house hold (Mean and SD)
Attachment towards mother	92.716 (19.116)	88.983 (17.387)
Attachment towards father	87.816 (23.574)	74.918 (23.760)
Emotional dysregulation	47.833 (9.644)	48.245 (12.032)
Eros	4.966 (3.918)	5.032 (4.234)
Ludus	9.000 (3.424)	8.983 (3.456)
Storage	5.300 (4.465)	5.606 (4.879)

Variables	One parent is working in the household (Mean and SD)	Both parents are working in the house hold (Mean and SD)
Pragma	5.766 (4.052)	5.950 (3.964)
Mania	8.600 (4.125)	8.327 (3.789)
Agape	6.150 (4.678)	6.262 (4.138)

Table 1 reveals that Gen-Z young adults those with one working parent reported stronger parental attachment. In contrast, participants from both-working-parent homes exhibited slightly higher emotional dysregulation (M = 48.25 vs. 47.83) and regarding love attitudes, the both-working-parent group showed marginally greater mean scores on Eros (M = 5.03 vs. 4.97), Storge (M = 5.61 vs. 5.30), Pragma (M = 5.95 vs. 5.77), and Agape (M = 6.26 vs. 6.15), while Ludus (M = 8.98 vs. 9.00) and Mania (M = 8.33 vs. 8.60) were marginally higher among those with a single working parent.

4.2. Graphical representation of mean scores in respect to parental attachment styles, emotional dysregulation, and love attitudes among Gen-Z young adults living with both parents. Where only one parent is working (working father) and both parents are working in the households.

Figure 1: Mean scores of the Gen-Z young adults, reside with single working parent (working father) in the household

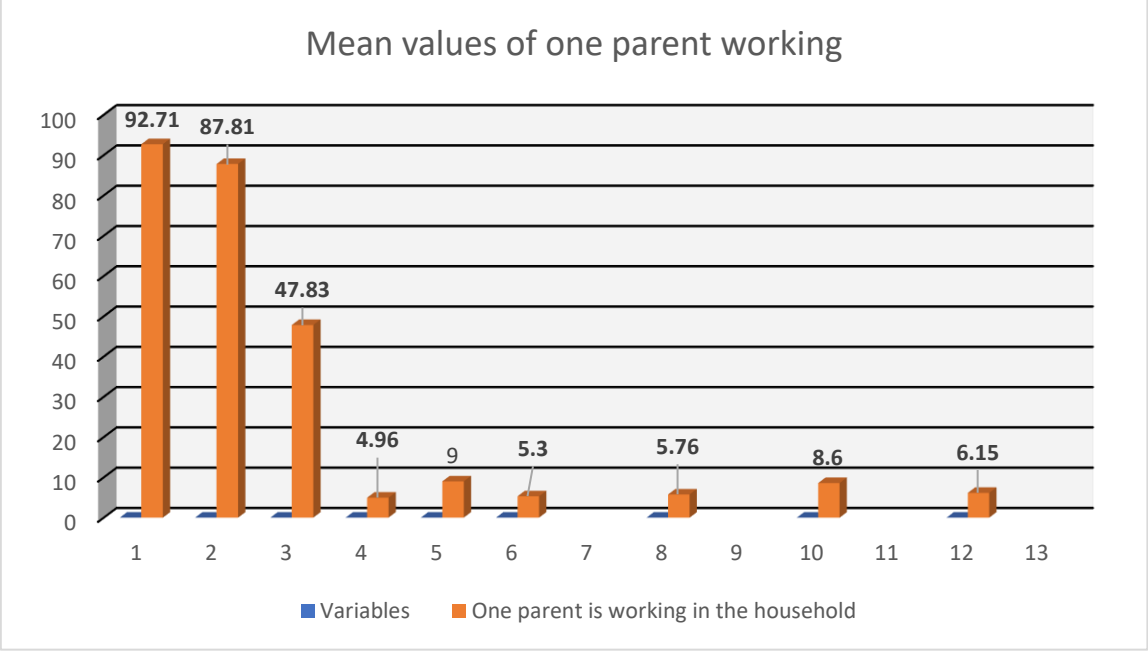


Figure 2: Mean scores of the Gen-Z young adults, reside with both working parents in the household

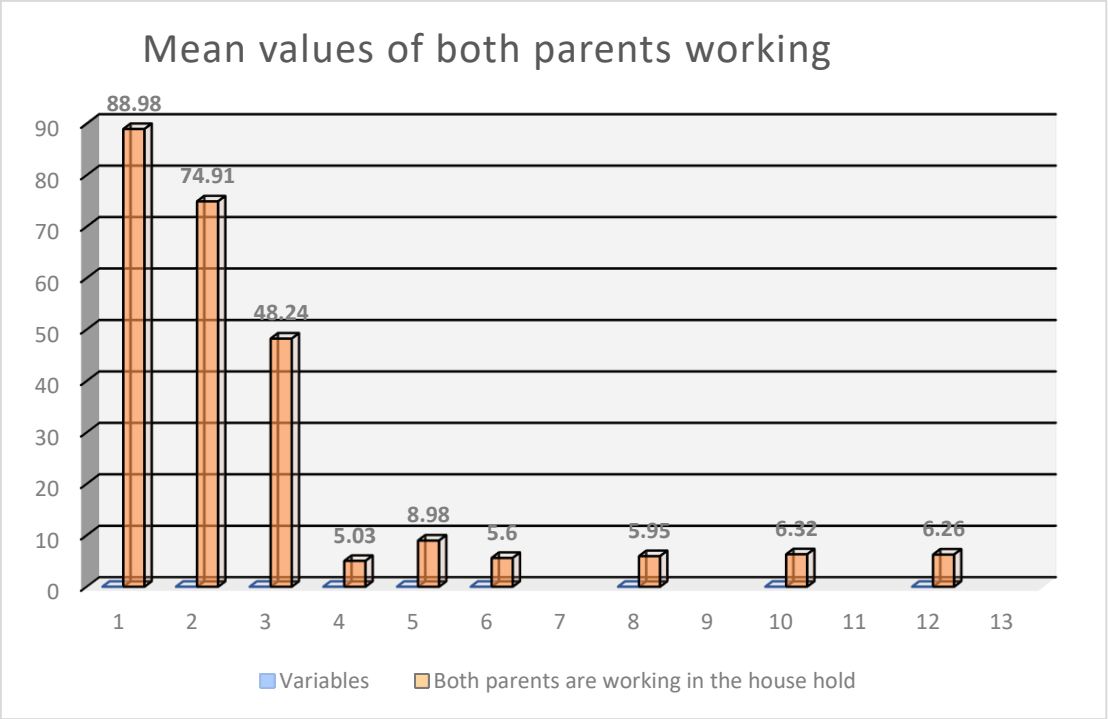
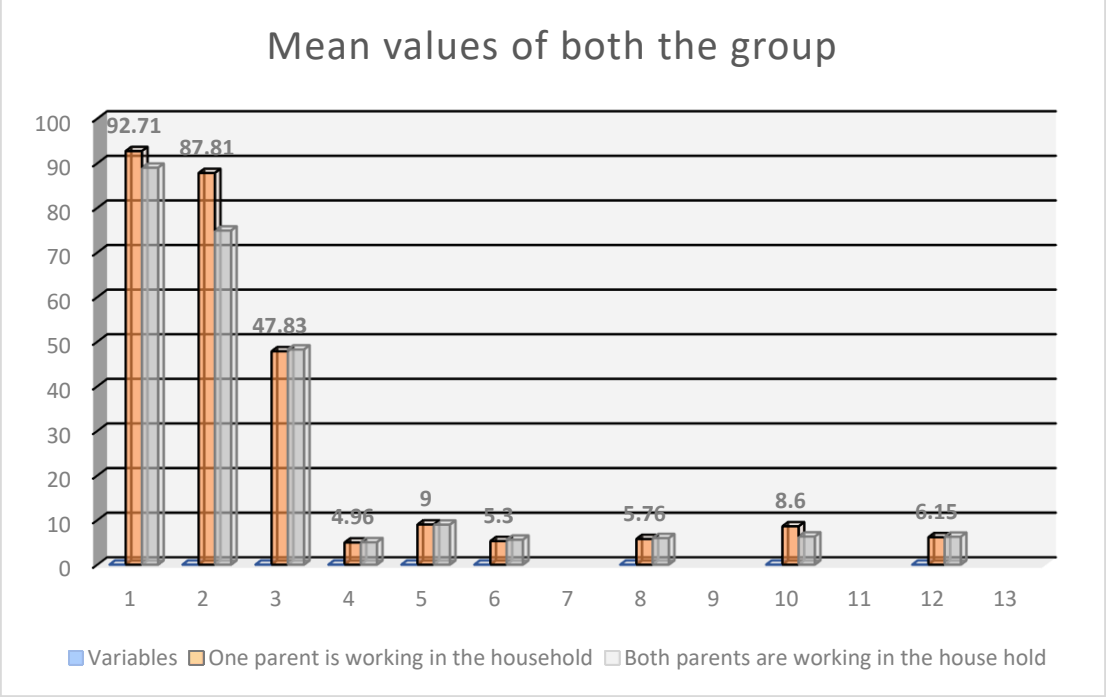


Figure 3: Comparison between Mean scores of the Gen-Z young adults, reside with single working parent (working father) and both working parents in the household



4.3. Inferential statistics (Independent sample t-test) was conducted to explore significant differences in parental attachment style, emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living with both parents in India— where only one parent is working (working father) and both working parents in the households.

Table 2: t- Values, in parental attachment style, emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living with both parents in India— where only one parent is working (working father) and both parents are working in the households

Variables	One parent is working in the household (N= 60) (Mean)	Both parents are working in the house hold (N= 61) (Mean)	t- Value	Sig. (2-tailed)	Decision
Attachment towards mother	92.716	88.983	1.124	.263	Retain the null hypothesis
Attachment towards father	87.816	74.918	2.997**	.003	Reject the null hypothesis
Emotional dysregulation	47.833	48.245	-.208	.836	Retain the null hypothesis
Eros	4.966	5.032	-.089	.929	Retain the null hypothesis
Ludus	9.000	8.983	.026	.979	Retain the null hypothesis
Storage	5.300	5.606	-.360	.719	Retain the null hypothesis
Pragma	5.766	5.950	-.253	.801	Retain the null hypothesis
Mania	8.600	8.327	.378	.706	Retain the null hypothesis
Agape	6.150	6.262	-.140	.889	Retain the null hypothesis

** 0.01 level of significant

*0.05 level of significant

The 2nd table of independent-samples t-tests shows that only paternal attachment style differs significantly between two groups (one parent is working and both parents are working in the household), with higher father-attachment scores in the single-working-parent group. All other comparisons—mother attachment style, emotional dysregulation, and the six love-attitude scales—were non-significant.

4.4) Product Moment correlation was conducted to find the significant association between parental attachment style, emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population across four specific family structures: Non-working mother [single working parent (working father)], Working father (single working parent), Working mother (both parents working), Working father (both parents working)

Table 3: Correlation values in parental attachment style, emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living in a single working parent household with a non-working mother (working father).

Variables		Non-working mother (single working parent) (N=60)	Emotional dysregulation	Eros	Ludus	Storage	Pragma	Mania	Agape
Attachment towards mother	Correlation coefficient	1	-.189	-.040	-.039	-.245	-.145	.174	.006
	significant		.147	.759	.767	.059	.270	.184	.965
Emotional dysregulation	Correlation coefficient	-.189	1	-.125	-.003	.016	.013	-.105	.016
	significant	.147		.340	.984	.903	.922	.426	.906
Eros	Correlation coefficient	-.040	-.125	1	.144	.489**	.512**	.412**	.660**
	significant	.759	.340		.272	.000	.000	.001	.000
Ludus	Correlation coefficient	-.039	-.003	.144	1	-.112	.176	.272*	.219
	significant	.767	.984	.272		.395	.179	.035	.093
Storage	Correlation coefficient	-.245	.016	.489**	-.112	1	.375**	.038	.244
	significant	.059	.903	.000	.395		.003	.774	.061
Pragma	Correlation coefficient	-.145	.013	.512**	.176	.375**	1	.192	.323*
	significant	.270	.922	.000	.179	.003		.142	.012
Mania	Correlation coefficient	.174	-.105	.412**	.272*	.038	.192	1	.479**
	significant	.184	.426	.001	.035	.774	.142		.000
Agape	Correlation coefficient	.006	.016	.660**	.219	.219	.323*	.479**	1
	significant	.965	.906	.000	.093	.093	.012	.000	

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Above table reveals neither mother attachment style(M) nor emotional dysregulation (E) showed significant association to any love attitudes. Among the love-style scales, Eros (ER)

strongly correlated with Storage, Pragma, Mania and Agape. Ludus (LU) was modestly related to Mania (r = .27, p = .035); Storage to Pragma, Pragma to Agape, and Mania to Agape.

Table 4: Correlation values in parental attachment style, emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living in a single working parent household with working father.

Variables		Emotional dysregulation	Eros	Ludus	Storage	Pragma	Mania	Agape	Working father (single working parent) (N=60)
Emotional dysregulation	Correlation coefficient significant	1	-.125 .340	-.003 .984	.016 .903	.013 .922	-.105 .426	.016 .906	-.304* .018
Eros	Correlation coefficient significant	-.125 .340	1	.144 .272	.489** .000	.512** .000	.412** .001	.660** .000	.031 .816
Ludus	Correlation coefficient significant	-.003 .984	.144 .272	1	-.112 .395	.176 .179	.272* .035	.219 .093	-.092 .485
Storage	Correlation coefficient significant	.016 .903	.489** .000	-.112 .395	1	.375** .003	.038 .774	.244 .061	-.177 .177
Pragma	Correlation coefficient significant	.013 .922	.512** .000	.176 .179	.375** .003	1	.192 .142	.323* .012	-.165 .207
Mania	Correlation coefficient significant	-.105 .426	.412** .001	.272* .035	.038 .774	.192 .142	1	.479** .000	.091 .487
Agape	Correlation coefficient significant	.016 .906	.660** .000	.219 .093	.244 .061	.323* .012	.479** .000	1	-.018 .892
Attachment towards father	Correlation coefficient significant	-.304* .018	.031 .816	-.092 .485	-.177 .177	-.165 .207	0.91 .487	-.018 .892	1

*Correlation is significant at the 0.05 level

**Correlation is significant at the 0.01 level

Table 4 reveals that emotional dysregulation (E) is negatively correlated with parental attachment style (F) (r = -0.304, p < 0.05), suggesting that higher emotional instability is linked to weaker attachment. Eros (ER) shows significant positive correlations with Storge (r = 0.489, p < 0.01), Pragma (r = 0.512, p < 0.01), and Mania (r = 0.412, p < 0.01), indicating

interconnected romantic love styles. Agape (AG) also correlates positively with Eros, Pragma, and Mania. However, emotional dysregulation does not significantly correlate with any love attitude, and no significant associations were found between parental attachment and love attitudes, except its link with emotional dysregulation.

Table 5: Correlation values in parental attachment style, emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living in a both working parent household with a working mother

Variables		Emotional dysregulation	Eros	Ludus	Storage	Pragma	Mania	Agape	Working mother (both working parent)
Emotional dysregulation	Correlation coefficient	1	-.035	-.064	-.003	.143	-.283*	-.072	-.272*
	significant		.786	.626	.983	.271	.021	.583	.034
Eros	Correlation coefficient	-.035	1	-.048	.465**	.071	.396**	.347**	-.201
	significant	.786		.715	.000	.589	.002	.006	.120
Ludus	Correlation coefficient	-.064	-.048	1	-.273*	.315*	.028	-.013	-.109
	significant	.626	.715		.033	.013	.828	.924	.402
Storage	Correlation coefficient	-.003	.465**	-.273*	1	-.147	.045	.376**	-.151
	significant	.983	.000	.033		.259	.731	.003	.245
Pragma	Correlation coefficient	.143	.071	.315*	-.147	1	.182	.301*	-.076
	significant	.271	.589	.013	.259		.160	.018	.562
Mania	Correlation Coefficient	-.283*	.396**	.028	.045	.182	1	.280*	.036
	significant	.027	.002	.828	.731	.160		.029	.783
Agape	Correlation coefficient	-.072	.347**	-.013	.376**	.301*	.280*	1	-.304*
	significant	.034	.006	.924	.003	.018	.029		.017
Attachment with mother	Correlation coefficient	-.272*	-.201	-.109	-.151	-.076	.036	-.304*	1
	significant	.034	.120	.402	.245	.562	.783	.017	

*Correlation is significant at the 0.05 level

**Correlation is significant at the 0.01 level

Above table reveals that emotional dysregulation (E) is negatively correlated with parental attachment style (M) ($r = -0.272$, $p < 0.05$), indicating that greater emotional dysregulation is associated with poorer attachment. Among love attitudes, Mania (MA) is also negatively related to emotional dysregulation ($r = -0.283$, $p < 0.05$), while positively related to Eros (ER)

(r = 0.396, p < 0.01), Agape (AG) (r = 0.280, p < 0.05), and Pragma (PR) (r = 0.182). Eros correlates significantly with Storge (ST) (r = 0.465, p < 0.01) and Agape (r = 0.347, p < 0.01). Storge shows negative correlation with Ludus (LU) (r = -0.273, p < 0.05) and positive with Agape (r = 0.376, p < 0.01). Notably, parental attachment (M) is negatively associated with Agape (r = -0.304, p < 0.05), indicating a complex interplay between secure attachment and selfless love styles.

Table 6: Correlation values in parental attachment style, emotional dysregulation, and love attitudes (Eros, Ludus, Storge, Mania, Pragma, and Agape) among the Gen-Z population living in a both working parent household with a working father

Variables		Emotional dysregulation	Eros	Ludus	Storage	Pragma	Mania	Agape	Working father (both working parent) (N=61)
Emotional dysregulation	Correlation coefficient significant	1	-.035 .786	-064 .626	-.003 .983	.143 .271	-.283* .027	-.072 .583	-.278* .030
Eros	Correlation coefficient significant	-.035 .786	1	-.048 .715	.465** .000	.071 .589	.396** .002	-.347** .006	.036 .783
Ludus	Correlation coefficient significant	-.064 .626	-.048 .715	1	-.273* .033	.315* .013	.028 .828	-.013 .924	.031 .815
Storage	Correlation coefficient significant	-.003 .983	.465** .000	-.273* .033	1	-.147 .259	.045 .731	.376** .003	-.219 .090
Pragma	Correlation coefficient significant	.143 .271	.071 .589	.315* .013	-.147 .259	1	.182 .160	.301* .018	-.235 .068
Mania	Correlation coefficient significant	-.283* .027	.396** .002	.028 .828	.045 .731	.182 .160	1	.280* .029	.368** .004
Agape	Correlation coefficient significant	-.072 .583	.347** .006	-.013 .924	.376** .003	.301* .081	.280* .029	1	-.064 .626
Attachment towards father	Correlation coefficient significant	-.278* .030	.036 .783	.031 .815	-.219 .090	-.235 .068	.368** .004	-.064 .626	1

*Correlation is significant at the 0.05 level

**Correlation is significant at the 0.01 level

Table 6 reveals that in both-working-parent households with a working father, emotional dysregulation (E) is negatively correlated with parental attachment style (F) ($r = -0.278$, $p < 0.05$), suggesting that higher emotional instability relates to weaker attachment. Mania (MA) shows the strongest positive correlation with attachment ($r = 0.368$, $p < 0.01$), and is also significantly correlated with Eros (ER) ($r = 0.396$, $p < 0.01$), Agape (AG) ($r = 0.280$, $p < 0.05$), and Pragma (PR) ($r = 0.182$). Eros positively relates to Storge (ST) ($r = 0.465$, $p < 0.01$) and Agape ($r = 0.347$, $p < 0.01$). Storge is negatively correlated with Ludus (LU) ($r = -0.273$, $p < 0.05$) and positively with Agape ($r = 0.376$, $p < 0.01$), indicating that secure, affectionate styles relate to selfless and deep love. Overall, secure attachment is linked with lower emotional dysregulation and more intense, selfless love styles.

CHAPTER 5

DISCUSSION

5. DISCUSSION

The findings from this study underscore the significant psychological interplay between parental attachment, emotional dysregulation, and love attitudes among Gen-Z individuals, particularly within the context of diverse Indian family structures. Participants from single-working-parent households—especially those with non-working mothers—demonstrated stronger parental attachment, indicating that the presence of an emotionally available caregiver greatly fosters secure attachment bonds. This observation aligns with Bowlby's Attachment Theory (1969), which emphasizes that consistent emotional availability and responsiveness are crucial for forming secure attachments. In contrast, both-working-parent families may inadvertently compromise emotional presence due to shared work demands, potentially leading to weaker attachment, especially toward fathers. Interestingly, maternal attachment did not significantly vary across different household types, likely reflecting the cultural expectation in Indian society for mothers to remain the primary emotional caregivers, regardless of employment status. A notable inverse relationship was found between emotional dysregulation and both maternal and paternal attachment, suggesting that securely attached individuals are better equipped to manage and regulate their emotions. This supports prior research asserting that early attachment experiences shape internal working models of self-regulation. Within households where both parents are employed—particularly when the father works longer hours—youths may experience weaker paternal bonds and consequently higher levels of emotional dysregulation. This emotional instability further influences their romantic relationships, as evidenced by the significant correlations found between love attitudes and both emotional dysregulation and parental attachment. For instance, Mania, a love style characterized by emotional dependency and possessiveness, was positively associated with strong paternal attachment, indicating that individuals may develop intense romantic bonds as a reflection or replication of close father-child dynamics. Furthermore, Eros, Storge, and Agape love styles, which emphasize intimacy, friendship, and selfless affection, were interrelated and suggest a capacity for mature and emotionally rich romantic relationships—traits often rooted in secure early attachments. However, the negative correlation between maternal attachment and Agape may imply that individuals with less secure maternal bonds tend to adopt excessively self-sacrificing love patterns in adulthood as a compensatory mechanism to fulfill unmet emotional needs. Additionally, the inverse association between Ludus (a playful, game-like love style) and Storge (affectionate, friendship-based love) illustrates how those valuing deep emotional connection tend to reject superficial relationships. Collectively, these results

suggest that the quality of parental attachments—particularly within the cultural framework of Indian family roles—not only impacts emotional regulation but also significantly shapes the nature of romantic involvement in young adulthood. This highlights the importance of parental emotional presence and caregiving roles in fostering psychological resilience and relational maturity in the emerging adult population.

The findings from this study suggest a nuanced and multifaceted relationship between emotional dysregulation and various psychosocial variables among Gen-Z individuals in India, particularly shaped by their early attachment experiences and family environments. Although emotional dysregulation levels appeared only marginally higher in participants from both-working-parent households, the subtle increase may reflect reduced opportunities for emotional co-regulation and consistent parental availability—especially from fathers who are often perceived as less emotionally accessible in dual-income families. Gross's (1998) emotion regulation model posits that individuals develop emotion regulation skills through early modeling and support; thus, diminished parental emotional engagement may impair the internalization of adaptive strategies. Importantly, the consistent negative correlations found between emotional dysregulation and both maternal and paternal attachment highlight the foundational role of secure early attachments in fostering emotional stability. According to Attachment Theory (Bowlby, 1969), emotionally available and responsive caregivers equip children with the psychological tools necessary to manage distress and regulate affect. In contrast, insecure or inconsistent attachment relationships—particularly those resulting from reduced fatherly presence in both-working-parent households—may leave children more vulnerable to dysregulation in later developmental stages. Interestingly, despite theoretical links between emotional instability and impulsive or obsessive love styles such as Mania and Ludus, the absence of significant associations in this study suggests that emotional dysregulation may not directly influence romantic attitudes in this Gen-Z population. This finding may reflect a generational resilience or a cognitive distancing in romantic belief systems, whereby love attitudes are more shaped by cognitive schemas, peer modeling, or cultural narratives than by emotional volatility. Furthermore, the negative correlation between Mania and emotional dysregulation is particularly intriguing, as it may indicate that emotionally dysregulated individuals lack the psychological stability to sustain the intense, possessive attachments characteristic of Mania. Instead of fostering deep emotional enmeshment, these individuals may oscillate between emotional withdrawal and impulsivity, leading to relational instability rather than obsession. The findings also underscore the enduring

psychological impact of parental roles in Indian cultural settings, where mothers—despite employment—may continue to offer emotional scaffolding due to societal expectations and extended kinship support. In contrast, paternal emotional availability may be more susceptible to occupational demands, especially in both-working-parent households, thereby affecting father-child attachment quality and, consequently, emotional regulation capacities. Overall, these results underscore the critical interplay between early caregiving dynamics, attachment security, and emotional development, suggesting that emotional dysregulation is less a direct outcome of parental employment status and more a reflection of emotional availability, quality of attachment, and co-regulatory experiences within the family unit.

Love attitudes, as explored through these six distinct styles, offer a nuanced lens into the complexities of romantic relationships, revealing how individuals approach intimacy, passion, commitment, and care. These attitudes are not mutually exclusive but rather interact and blend, shaping the unique experience of love for each person.

Eros: The findings suggest that Eros, characterized by passionate and romantic love, is not an isolated experience for Gen-Z. Instead, it appears to be intertwined with other love dimensions like Storge (friendship-based love), Pragma (practical love), Mania (emotionally intense love), and Agape (selfless love). Psychologically, this indicates a complex and potentially more mature understanding of romantic love among this generation. They may not view passion in a vacuum but rather as something that ideally coexists with emotional intimacy, practical considerations, and even a degree of selfless care. The connection with Mania also hints at the potential for intense emotions to accompany romantic passion, suggesting a heightened emotional investment in romantic pursuits. The positive correlation with Agape further suggests that their ideal of romantic love may include a strong element of care and concern for their partner's well-being.

Ludus: The modest positive correlation between Ludus (playful, game-like love) and Mania (emotionally impulsive love) suggests a psychological link between a more detached, game-playing approach to relationships and a tendency towards emotional reactivity and impulsivity. Individuals high in Mania might engage in Ludic behaviors as a way to manage their intense emotions or anxieties in relationships, perhaps by maintaining a sense of control or avoiding deep vulnerability. This could also reflect an anxious attachment style where individuals oscillate between seeking closeness and distancing themselves. The negative correlation between Ludus and Storge (friendship-based love) further reinforces this idea, suggesting that

those who value deep emotional connection and commitment are less likely to engage in the superficial or manipulative aspects of Ludus.

Storge: The significant positive correlation between Storge (friendship-based love) and Pragma (logical, practical love) points to a psychologically grounded and mature approach to relationships. Individuals who prioritize emotional closeness, trust, and familiarity (Storge) also tend to value practicality and compatibility in their partner selection. This suggests a relational mindset that balances emotional needs with realistic considerations for long-term partnership. In the context of a collectivist or transitional society like India, this could also reflect internalized cultural values that emphasize the importance of stability and familial harmony in romantic choices. The positive link between Storge and Agape (selfless love) further indicates that a foundation of deep friendship and emotional intimacy often fosters a capacity for selfless care and commitment within the relationship. Conversely, the negative correlation with Ludus suggests that Storge-oriented individuals prioritize genuine connection over game-playing and superficial interactions.

Pragma: The connection between Pragma (logical, practical love) and Agape (selfless, altruistic love) presents an interesting psychological dynamic. It suggests that a rational and pragmatic approach to relationships can coexist with a capacity for deep compassion and giving. This might reflect a mature understanding of love that integrates both realistic considerations and a genuine desire to care for the partner's needs. This could also be influenced by cultural norms that value responsibility, commitment, and a sense of duty within romantic relationships. The positive correlation between Pragma and Mania, although weaker, suggests that even in practical considerations, emotional intensity and a need for security might play a role in decision-making.

Mania: The positive correlations between Mania (possessive, emotionally intense love) and Eros (romantic passion), Agape (selfless love), and Pragma (practical love) reveal a complex psychological profile. The strong link with Eros suggests that intense romantic feelings can easily become intertwined with possessiveness and a need for control, potentially stemming from attachment insecurities or a fear of loss. The correlation with Agape, while seemingly paradoxical, might represent a compensatory mechanism where individuals experiencing intense emotional needs attempt to secure the relationship through acts of selflessness and devotion. The weaker positive relationship with Pragma indicates that even amidst emotional intensity, practical considerations in relationships are not entirely disregarded, suggesting a

potential underlying need for stability. Interestingly, the negative correlation between Mania and emotional dysregulation suggests that higher emotional instability might actually inhibit the expression of possessive behaviors. This could be because the chaotic nature of dysregulation prevents the focused, persistent emotional investment often seen in Mania. Furthermore, the positive correlation between Mania and attachment to the father figure suggests that the nature of early attachment experiences can significantly shape the intensity and possessiveness displayed in adult romantic relationships.

Agape: The positive correlations between Agape (selfless love) and Eros (romantic passion), Pragma (practical love), and Mania (emotionally intense love) suggest that a capacity for selfless care and sacrifice in relationships can coexist with various other love styles. The link with Eros indicates that passionate love can be accompanied by a genuine desire to nurture and support the partner's well-being. The association with Pragma suggests that even in practical relationships, there can be a strong element of care and commitment. The correlation with Mania, as discussed earlier, might represent a way for individuals experiencing intense emotions to express their devotion and maintain closeness. However, the negative correlation between Agape and secure parental attachment suggests that individuals with less secure early attachments might be more prone to exhibiting selfless love in their adult relationships, possibly as a way to seek approval or compensate for perceived emotional deficits. This could indicate a less balanced approach to relationships where one partner consistently prioritizes the other's needs, potentially at their own expense.

Summary:

The study's findings highlight a significant interplay between parental attachment, emotional dysregulation, and love attitudes in Gen-Z individuals within Indian family structures. Secure parental attachment, particularly from emotionally available caregivers (especially mothers), fosters better emotional regulation. Conversely, weaker attachments, potentially influenced by dual-working-parent households and reduced paternal presence, are linked to higher emotional dysregulation. This emotional landscape, shaped by early family dynamics, subsequently influences romantic relationship styles, with certain love attitudes like Mania, Eros, Storge, and Agape showing correlations with attachment security and emotional regulation capacities. Ultimately, the research underscores the enduring impact of early caregiving on both emotional stability and the formation of romantic relationship patterns in young adulthood.

CHAPTER 6

CONCLUSION

6. CONCLUSION

This study delves deeply into the interconnectedness of early childhood experiences, emotional management skills, and the formation of romantic relationship styles in the Gen-Z population of India. Its findings paint a nuanced picture where the quality of early parental bonds, particularly the consistent emotional availability and responsiveness of caregivers, emerges as a cornerstone for healthy psychological development and relational maturity.

The research highlights that secure attachment to parents, especially mothers who often hold a central caregiving role in Indian society, equips young individuals with enhanced emotional regulation abilities. This capacity to understand and manage their own feelings subsequently influences how they navigate the complexities of romantic relationships. Conversely, the study suggests that when these early attachment bonds are less secure, potentially due to factors like the demands of dual-working-parent households impacting parental presence (especially fathers), individuals may experience greater emotional dysregulation. This difficulty in managing emotions can then have ramifications for their romantic inclinations and behaviors.

The exploration of Lee's six love attitudes (Eros, Ludus, Storge, Pragma, Mania, Agape) reveals intricate links with both attachment security and emotional regulation. For instance, the tendency towards emotionally intense and possessive love (Mania) appears to be associated with strong paternal attachment, suggesting a potential mirroring or seeking of similar dynamics in romantic relationships. Furthermore, love styles characterized by intimacy, friendship, and selflessness (Eros, Storge, Agape) are often rooted in secure early attachments, indicating a capacity for more mature and emotionally fulfilling romantic connections.

Interestingly, the study also uncovers seemingly paradoxical relationships, such as the negative correlation between secure maternal attachment and selfless love (Agape). This suggests that individuals who experienced less secure maternal bonds might adopt overly self-sacrificing patterns in their adult romantic relationships as a way to compensate for unmet emotional needs from their primary caregiver. Similarly, the inverse association between playful, game-like love (Ludus) and friendship-based love (Storge) underscores how those who value deep emotional connection tend to shy away from superficial or manipulative relational styles.

The study also touches upon the cultural context of Indian families, where traditional gender roles often place mothers as the primary emotional caregivers, a dynamic that appears to persist even in dual-income households. This cultural lens helps to understand why maternal attachment might show less variation across different family structures compared to paternal

attachment, which seems more susceptible to the demands of work in both-working-parent scenarios.

Ultimately, this research underscores the enduring psychological legacy of early caregiving experiences. It demonstrates that the quality of parental attachments not only shapes an individual's ability to manage their emotions effectively but also significantly influences the way they approach and engage in romantic relationships during young adulthood. The findings emphasize the crucial role of parental emotional presence and responsive care in fostering both psychological resilience and the capacity for healthy, mature romantic involvement in the emerging adult population. It moves beyond simplistic notions of parental employment status and instead highlights the profound impact of the emotional dynamics within the family unit on the development of both emotional well-being and relational patterns.

CHAPTER 7

LIMITATIONS

7. LIMITATIONS

This quantitative research study offers valuable insights into parental attachment, emotion regulation, and love attitudes among Gen-Z young adults, but several constraints should be noted:

7.1. Composite Score Analysis: Only overall scores from the IPPA-R, DERS-18, and LAS-SF were analyzed, which may overlook significant differences between subdimensions, such as trust versus communication in parental attachment or specific facets of emotional regulation (e.g., impulsivity vs. goal-directed behavior).

7.2. Sample Size Constraints: With just 121 participants, the study may not have enough power to detect small effects or support in-depth comparisons across the four family-working structures.

7.3. Temporal Limitations of Cross-Sectional Design: Since the data were gathered all at once, it was unable to draw any conclusions on the causality or directionality of the relationships between the attitudes toward love, regulation, and attachment that were found.

7.4. Urban-centric Sampling: Participants were drawn exclusively from urban settings, limiting the applicability of results to rural or semi-urban Gen-Z populations.

7.5. Restricted Family Configurations: By including only those living with both biological parents, the study excludes Gen-Z individuals from single-parent, blended, or bereaved homes, narrowing the generalizability of the findings.

7.6. Demographic Homogeneity: The sample's uniformity in socioeconomic background, educational achievement, and geographic region restricts the applicability of findings to more socioeconomically and culturally heterogeneous populations.

7.7. Self-Report Biases: Completely use of self-administered questionnaires risks response biases (e.g., idealized portrayals of parental relationships or underreporting emotional struggles), potentially skewing observed associations.

7.8. Time Limitations on Data Collection: Constraints on the overall study duration prevented additional piloting, follow-up queries, or qualitative probing, which could have enriched the depth and reliability of the data.

CHAPTER 8

IMPLICATION

8. IMPLICATION

This study exploring Parental Attachment Styles, Emotional Dysregulation, and Love Attitudes among the Gen-Z Population in India, reside with both working parent and single working parent in a household presents several key implications for psychological theory, therapeutic practice, and family and educational systems.

Firstly, the research offers a nuanced understanding of how varying family work dynamics—whether both parents are working and only one—may influence the development of emotional regulation and diverse love attitudes among young adults. By examining Gen-Z individuals across different family structures, the study illuminates how early relational experiences with caregivers may contribute to the internalization of romantic attitudes such as eros (passionate love), pragma (logical love), ludus (game-playing love), or mania (possessive love).

This insight is particularly relevant in the context of India's evolving socio-cultural landscape, where shifts in parenting roles and increased dual-income households may be subtly reshaping how emotional needs are met and expressed. As such, the findings can inform youth-focused psychoeducational programs aimed at fostering emotional intelligence, relational insight, and healthy expectations in romantic relationships.

From a clinical perspective, understanding the interplay between parental attachment and emotional dysregulation in shaping love attitudes can aid mental health professionals in developing holistic intervention plans. These may include strategies to improve emotion regulation skills, address interpersonal conflicts, and reshape maladaptive love beliefs, especially in individuals who display patterns of emotional volatility or insecure relational styles.

Furthermore, the study emphasizes the importance of parental presence and emotional responsiveness, not just physical availability and the findings carry broader implications for relationship education and policy initiatives. Schools, colleges, and community programs can integrate the study's insights into their curriculum or youth outreach efforts, promoting healthy emotional development and relationship dynamics in the Gen-Z demographic. This can potentially reduce the risk of maladaptive coping strategies, relational dissatisfaction, or emotional distress in intimate relationships.

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APPENDICES

APPENDICES

APPENDIX - I

INFORMED CONSENT FORM

Final Year student of MSC in Applied Psychology (Semester4)

Barsanjolly Das

Contact No. 8583078412

Email I'd: barsanjollyd@gmail.com

Supervisor: Ms. Debangana Bhattacharya (Assistant professor, Department of psychology. Sister Nivedita University, Kolkata)

Institutional contact: Sister Nivedita University, Newtown, West Bengal.

You are invited to participate in a research study being conducted by Barsanjolly Das, a final year student of MSC in Applied Psychology, Department of Psychology, Sister Nivedita University. Kolkata. This study seeks to investigate the influence of parental attachment styles, emotional regulation, and love styles on Gen-Z individuals raised in families with both working parents and those with a single working parent.

Participation in this study is entirely voluntary, and you may choose to withdraw at any point without providing any explanation. If you choose to participate, you will be required to complete three standardized questionnaires, which will take approximately 30 minutes of your time. While some of the questions may address sensitive topics or evoke emotional responses, your participation will remain strictly confidential. All data collected will be anonymized and used solely for academic and research purposes.

Your personal information will not be disclosed at any stage of this research, and your identity will remain entirely protected. Once the study is completed, and the data analyzed, any documents linking participant identities to responses will be securely destroyed to ensure confidentiality.

Your honest participation is essential to the success of this research. If you have any questions, concerns, or require further clarification regarding the study, you are encouraged to contact the researcher or the research supervisor directly.

By signing this form, you confirm that you have understood the purpose of this research, have had your questions addressed, and agree to participate voluntarily. Additionally, you certify that you are 18 years of age or older.

Participant Statement:

"All of my questions and concerns about this study have been addressed; I choose to participate in this research project. I certify that I am above 18 years of age."

Signature of participant (initials will do): Date:

Signature of Researcher: Date:

APPENDIX - II

INFORMATION SCHEDULE ✓

Age:

Sex: Male/ Female/ Third gender/ others/

Gender: Heterosexual/ Homosexual/ Bisexual/

Residence: Urban/ Rural/ Suburban /

Mother tongue:

Educational qualification:

Occupation (if applicable):

Current relationship status: Single / In a relationship / Other (specify)

Preferred love style: Romantic love / Casual / Committed /

long-distance / Situationship / Open love / Platonic love

Parental influence on love life: High / Moderate / Low

Nature of family: Nuclear family / Joint family / Extended/

Living with: Both parents/ Single parents/

Parental status: Both parents working / Single working parent/

Parent(s) occupation: Father's occupation:

Mother's occupation:

Family income (PM): Below ₹30,000 / ₹30,000-₹50,000 / ₹50,000-₹1,00,000 / ₹1,00,000-₹1,50,000 / Above ₹1,50,000

Number of siblings (if any):

Birth order: Firstborn / Middle child / Youngest / Only child

Frequent emotions experienced (select all that apply): Happiness / Sadness / Anger / Anxiety / Stress

History of any severe physical illness: Yes/No

If yes, specify:

History of any psychiatric illness: Yes / No

If yes, specify:

History of any substance use: Yes / No

If yes, specify (type of substance & duration):

Family history of psychiatric illness / mental retardation/ substance dependence (if any): Yes / No

If yes, specify:

Any previous psychological professional help : Yes / No

If yes, duration and reason:

APPENDIX - III

Instructions: ✓

This questionnaire asks about your relationships with important people in your life; your mother, your father, and your close friends. Please read the directions to each part carefully.

Part 1

Some of the following statements asks about your feelings about your mother or the person who has acted as your mother. If you have more than one person acting as your mother (e.g. a natural mother and a step-mother) answer the questions for the one you feel has most influenced you.

Please read each statement and circle the ONE number that tells how true the statement is for you now.

	Almost Never or Never True	Not Very Often True	Some- times True	Often True	Almost Always or Always True
1. My mother respects my feeling.					
2. 1 feel my mother does a good job as my mother.					
3. I wish I had a different mother.					
4. My mother accepts me as I am.					
5. I like to get my mother's point of view on things I'm					

concerned about.					
6. I feel it's no use letting my feelings show around my mother.					
7. My mother can tell when I'm upset about something.					
8. Talking over my problems with my mother makes me feel ashamed or foolish.					
9. My mother expects too much from me.					
10. I get upset easily around my mother.					
11. I get upset a lot more than my mother knows about.					
12. When we discuss things, my mother cares about my point of view.					
13. My mother trusts my judgment.					
14. My mother has her own problems. so I					

don't bother her with mine.					
15. My mother helps me to understand myself better.					
16. I tell my mother about my problems and troubles.					
17. I feel angry with my mother.					
18. I don't get much attention from my mother.					
19. My mother helps me to talk about my difficulties.					
20. My mother understands me.					
21. When I am angry about something. my mother tries to be understanding.					
22. I trust my mother.					
23. My mother doesn't understand					

what I'm going through these days.					
24. I can count on my mother when I need to get something off my chest.					
25. If my mother knows something is bothering me, she asks me about it.					

Part II ✓

This part asks about your feelings about your father, or the man who has acted as your father. If you have more than one person acting as your father (e.g. natural and step-father) answer the question for the one you feel has most influenced you.

	Almost Never or Never True	Not Very Often True	Some- times True	Often True	Almost Always or Always True
1. My father respects my feelings.					
2. I feel my father does a good job as my father.					
3. I wish I had a different father.					
4. My father accepts me as I am.					
5. I like to get my father's point of view on things I'm concerned about.					
6. I feel it's no use letting my feelings show around my father.					
7. My father can tell when I'm upset about something.					

8. Talking over my problems with my father makes me feel ashamed or foolish.					
9. My father expects too much from me.					
10. I get upset easily around my father.					
11. I get upset a lot more than my father knows about					
12. When we discuss things, my father cares about my point of view					
13. My father trusts my judgment.					
14. My father has his own problems. so I don't bother him with mine.					
15. My father helps me to understand myself better.					
16. I tell my father about my problems and troubles					
17. I feel angry with my father.					
18. I don't get much attention from my father.					
19. My father helps me to talk about my difficulties.					

20. My father understands me.					
21. When I am angry about something, my father tries to be understanding.					
22. I trust my father.					
23. My father doesn't understand what I'm going through these days.					
24. I can count on my father when I need to get something off my chest.					
25. If my father knows something is bothering me, he asks me about it.					

APPENDIX - IV

Instructions: ✓

This questionnaire consists of statements related to difficulties in managing emotions.

Read each statement carefully and rate how often you experience these difficulties.

Select the response that best describes your experience using the scale below:

Response categories:

1 Almost Never

(0-10%)

2 Sometimes

(11-35%)

3 About Half the Time

(36-65%)

4 Most of the Time

(66-90%)

5 Almost Always

(91-100%)

1. _____ I pay attention to how I feel.
2. _____ I have no idea how I am feeling.
3. _____ I have difficulty making sense out of my feelings.
4. _____ I am attentive to my feelings.
5. _____ I am confused about how I feel.
6. _____ When I'm upset, I acknowledge my emotions.
7. _____ When I'm upset, I become embarrassed for feeling that way.
8. _____ When I'm upset, I have difficulty getting work done.

9. _____ When I’m upset, I become out of control.

10. _____ When I'm upset, I believe that I will remain that way for a long time.

11. _____ When I'm upset, I believe that I'll end up feeling very depressed.

12. _____ When I'm upset, I have difficulty focusing on other things.

13. _____ When I'm upset, I feel ashamed with myself for feeling that way.

14. _____ When I'm upset, I feel guilty for feeling that way.

15. _____ When I'm upset, I have difficulty concentrating.

16. _____ When I'm upset, I have difficulty controlling my behaviors.

17. _____ When I'm upset, I believe that wallowing in it is all I can do.

18. _____ When I'm upset, I lose control over my behaviors.

APPENDIX - V

Instructions: ✓

Listed below are several statements that reflect different attitudes about love. For each statement fill in the response on the answer sheet that indicates how much you agree or disagree with that statement. The items refer to a specific love relationship. Whenever possible, answer the questions with your current partner in mind. If you are not currently dating anyone, answer the questions with your most recent partner in mind. If you have never been in love, answer in terms of what you think your responses would most likely be. For each statement answers range from -

A = Strongly agree with the statement

B = Moderately agree with the statement

C = Neutral – neither agree nor disagree

D = Moderately disagree with the statement

E = Strongly disagree with the statement

Please be true

	A = Strongly agree with the statement	B = Moderately agree with the statement	C = Neutral – neither agree nor disagree	D = Moderately disagree with the statement	E = Strongly disagree with the statement
1. My partner and I have the right physical "chemistry" between us.					
2. I feel that my partner and I were meant for each other.					
3. My partner and I really understand each other.					
4. My partner fits my ideal standards of physical beauty/handsomeness.					
5. I believe that what my partner doesn't know about me won't hurt him/her.					

6. I have sometimes had to keep my partner from finding out about other partners.					
7. My partner would get upset if he/she knew of some of the things I've done with other partners.					
8. I enjoy playing the "game of love" with my partner and a number of other partners.					
9. Our love is the best kind because it grew out of a long friendship.					
10. Our friendship merged gradually into love over time.					
11. Our love is really a deep friendship, not a mysterious, mystical emotion.					
12. Our love relationship is the most satisfying because it developed from a good friendship.					
13. A main consideration in choosing my partner was how he/she would reflect on my family.					
14. An important factor in choosing my partner was whether or not he/she would be a good parent.					
15. One consideration in choosing my partner was how he/she would reflect on my career.					
16. Before getting very involved with my partner, I tried to					

figure out how compatible his/her hereditary background would be with mine in case we ever had children.					
17. When my partner doesn't pay attention to me, I feel sick all over.					
18. Since I've been in love with my partner, I've had trouble concentrating on anything else.					
19. I cannot relax if I suspect that my partner is with someone else.					
20. If my partner ignores me for a while, I sometimes do stupid things to try to get his/her attention back.					
21. I would rather suffer myself than let my partner suffer.					
22. I cannot be happy unless I place my partner's happiness before my own.					
23. I am usually willing to sacrifice my own wishes to let my partner achieve his/hers.					
24. I would endure all things for the sake of my partner.					